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ABSTRACT

This issue of Impact, a bi-monthly magazine published by ERIC/CAPS, focuses on problems of youth. It offers a wide selection of approaches and techniques which are being used successfully by practicing helping professionals. One contributor, Gary F. Kelly, has counseled a number of potential runaways. Joseph Koch has instituted the "up-front, close-contact" counseling system which he writes about. Ron Kopita has worked in the area of peer counselor training. Other features include an interview with Jerry Jacobs who has worked with potentially suicidal adolescents and has written a book on the topic. (Author/WSK)

impact

The Magazine for Innovation and Change in the Helping Professions

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VOL. 2, NO. 6

ADOLESCENCE IS STILL THE HARDEST TIME OF ALL

The denunciation of the young is a necessary part of the hygiene of older people, and greatly assists the circulation of their blood.

Logan Pearsall Smith
"Afterthoughts"

Volume 2 **Number 6**

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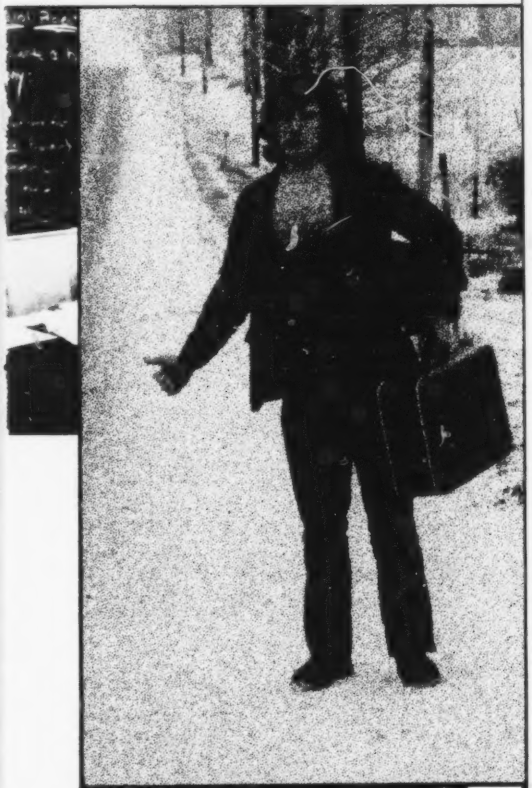

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An Interview with Jerry Jacobs

Sociologist and author of *Adolescent Suicide*, Jerry Jacobs, questions the premises and practices used in determining and attempting to alter suicide potential. Some of his major themes—you have to look at the person's personal circumstances, not statistics alone; the potential suicide is often the "perennial guy next door"; education, as it stands, does not consider peoples' humanistic needs.

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By Gary F. Kelly

At the time he wrote this article, Gary Kelly counseled in a middle school where the onset of adolescence, increasing academic pressure and parent-child divergencies coincided with running away. Kelly cites cases he handled and suggests down-to-earth procedures for helping youngsters through difficult times.

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College student personnel must take increasing advantage of student support in order to more fully serve the student community in areas of psychological and academic counseling. But selection and training of students has been conducted in casual, unaccountable fashion in many institutions. The author outlines the theory behind selecting likely peer counselors and sequential steps to be implemented in an actual training program.

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About This Issue

Youthful values and expressions have changed since the roar of F. Scott Fitzgerald's era, since Steinbeck's lean depression days, since the flag-waving forties and flatish fifties. Rock'n Roll and drag races ala "American Graffiti," signs of the early sixties, were shattered and smashed by the atmosphere that characterized the waning years of the last decade. Now, a time of uneasy calm is at hand.

But one thing that hasn't changed is that adolescence is still the hardest time of all. This issue devotes most of its pages to some of youth's most predominant problems. It also offers a wide selection of approaches and techniques being used successfully by helping professionals out in the field—those whose firing line contact with youth is continuous, calling for reliable advice on a quick-serve basis. We are pleased that so many of our contributors this issue come from settings where direct experience abounds.

One contributor, Gary F. Kelly, has counseled a number of potential runaways. Joseph Koch has instituted the "up-front, close-contact" counseling system he writes about. Ron Kopita has worked directly in the area of peer counselor training, the subject of his article. Mary Anderson and Jerome Budzik write about the "counselor-saving" program they developed for special education and regular students in their school system. Our "Exemplars" department features an actual career night program devised and successfully continued in the Maine Township high school district of Illinois.

Jerry Jacobs, who we've interviewed this issue, has worked with potentially suicidal adolescents and has written a startling provocative book on the subject. Among his findings: the potential suicide is frequently the "guy next door" and sociological research has often hindered the process of identifying and helping him.

We are also proud to present an original young people's book—a sort of guide to kids as to what kind of parents they would choose, if they could (plus some implied hints to adults). Our thanks to staff writers Carol Jaslow and Gail Briskey who teamed to create this charming and insightful book.

In addition, we'd like to report that our APGA/Impact Workshop on Career Development (June 25-29) was a rousing success. Over 400 people participated and many reported that it was highly thought provoking and useful in their work. Look for an announcement in *Impact* about a monograph on the workshop and related resources.

One final note before closing out this volume year. When you next see *Impact*, it will have a new addition. *Communique* (Resources for Practicing Counselors) will be incorporated into *Impact*. Now you'll receive the special features of *Impact* along with the capsuled research findings and "Vibrations" column you've read in *Communique*.

Our first issue in the fall focuses on the future (curriculum of the future, employment predictions, the future counselor and many other exciting projections for the decades ahead.) Hope you've enjoyed reading *Impact* Volume 2 as much as we have enjoyed bringing it to you. See you in Volume 3.

Garry and Susan

Advocate

The Counselor as a Political Force

Anthony C. Riccio
Professor of Education
Ohio State University

It is time for counselors to begin to face reality. Counselors have little clout; they are not well represented by NEA affiliates nor by AFT branches. Certainly neither APGA nor ASCA has chosen to do much for counselors on the local scene. So once again we find guidance and counseling services being cut across the nation as innumerable school systems find themselves in budgetary pinches.

Why are guidance services among the first to be hit whenever the budget gets tight? I submit that it is because counselors have not acquired any political clout nor have they developed a strong base of support in the community. The situation is further compounded by the fact that large numbers of counselors don't really want to be counselors. A recent study by Frericks and Riccio on the occupational mobility of school counselors indicates that one out of every four school counselors in Ohio would quit counseling should an administrative position become available, and more than one out of every six counselors leave counseling for other work annually. The figures hardly present a picture of a cohesive group committed to common objectives.

Counselors don't have clout because they really can't agree on what counseling is all about. They maintain that they are not in business to help their counselees arrive at certain decisions; but they find themselves largely being trained and supported by legislation which sees the counselor as working toward the resolution of specific social problems. Counselors, by and large, do not subscribe to the notion of assessing the status of a counselee and directing him into educational channels consistent with the aims of such congressionally-endorsed programs as those dealing with the talented and the disadvantaged. Thus, they have been unable to demonstrate that they are effective in living up to the goals of supportive legislation. In fact, since counselors are not meeting congressional and community expectations in the area of social reform through education, many people are wondering just what it is that counselors do.

A case in point centers on the recent efforts in career education to involve counselors as significant personnel in the preparation of curriculum materials for classroom attempts to get young people ready to enter the job market with employable skills irrespective of the age at which they leave school. Counselors are also expected, in these funded programs, to help direct students into school programs for which they appear to be best suited.

But here is the catch. Counselors believe that career choice is a long-term proposition that varies significantly among individual students. Indeed, they go so far as to indicate that for a considerable number of students, the right decision is indecision. Counselors believe it to be both possible and desirable that some students will not have made a career commitment prior to leaving the twelfth grade. These students, of course, realize that a career commitment will have to be made eventually, but they feel that they need more data and more experience before making such an important commitment. But we must remember that our colleagues in vocational and technical education are deeply immersed in career education programs across the nation and that these people feel otherwise about high-school graduates who are not set in their choice of career nor possessed of employable skills. A recent study by Clifton and Riccio reveals that large numbers of vocational teachers are already dissatisfied with guidance programs in their schools. The coming conflict with vocational and technical personnel will do nothing but deepen the negative feelings of vocational educators.

We take money which is appropriated for a given purpose, but act in a way that is often counter to the tenets undergirding the funding. We believe that career educational program is good because it increases the number of options available to our students; we don't believe it our duty to force students to take advantage of these new options.

I am not suggesting that we should sell ourselves to anybody who comes to us with funding, but I am suggesting that we must realize the consequences of our actions. We should not take lightly the threat implied in Ginzberg's suggestion that vocational counseling services be removed from the schools and placed in employment agencies, which are clearly involved in approaches that suggest that counselors know better than students what is best for students.

Again, the whole thrust in behavior modification techniques is based on the assumption that adults know better than young people what these young people should know and do. So the major factors at work in education these days appear to be going counter to the bedrock tenets of guidance and counseling which center on the dignity and worth of individuals and the belief that, given a permissive and non-threatening atmosphere, counselees have it within themselves to arrive at decisions that will stand them in good stead.

What the preceding paragraphs indicate is that guidance and counseling personnel cannot look for support from career education and behavior modification personnel unless we play the game by their rules. This I don't think we can comfortably do. It seems obvious to me that we have to go it alone; we have to convince the body politic that what we have to offer is worthwhile and consequently should be supported.

How do we do this? We start out by trying to arrive at some consensus in the field as to what indeed we do believe. Can we all agree, for example, that a school guidance program should be directly related to the needs of students in the school we serve? If we can't agree on this basic point, we won't be able to agree on anything.

Let's say we agree. What then? First, we identify these needs. Second, we attempt to come up with procedures and programs intended to meet these needs. Third, we try to influence our local school officials to make provisions for school personnel and programs relevant to the needs of students. If we can't get support from our building or central office colleagues, *we must go to influential and verbal groups of parents in the community.* We feed them the data upon which our personnel and program requests are based. We encourage them to talk to the school board and to school officials. We, in effect, create an informed, articulate and demanding politically-oriented group of parents, who will go to bat for us, who will become our political base, and who will not only push for more support for guidance and counseling, but who will simply refuse to tolerate any cut in existing personnel services.

Parents of students in special education programs—although relatively few in number—have been largely responsible for forestalling cuts in these programs. They were aware of and committed to the need for these programs for their children and would not countenance any deterioration in these programs. Why can't we get even larger groups of parents to work for guidance services—as we address ourselves to the problems attendant upon drug abuse, the increasing incidence of venereal disease, and the increasing highway carnage resulting from the excessive use of alcohol?

Are we afraid of arousing the wrath of school administrators by going directly to the public? This is nonsense. Let us not forget that counselors must hold a teacher's license before becoming counselors and as a rule belong to a teacher's association. The associations are stronger than ever before and clearly will support school personnel who are in danger of dismissal because they have spoken out to the public in the cause of student welfare.

Political action has become a reality in the school business. If counselors are to be allowed to be what they are capable of becoming, they must become aware of and sharpen their political skills. They must start on the home front and work their way out to the state and national scene. Then, and only then, will such measures as privileged communication, a voice in counselor selection, and appropriate remuneration for counselors become realities for all counselors. Then counselors will indeed have impact!

Quotes

For the most part, high risk drug use is apparently part of a constellation of beliefs and practices which lead the children to express in action the child-rearing goals and personal beliefs of the parents. In becoming what parents want them to become, some children offered unexpected surprises and problems which the parents could not handle equaniminously or directly. The low risk families are more satisfied and have far fewer problems than do high risk families. Low risk parents believe they have accomplished their child-rearing goals. Their children, unlike high risk children, sometimes give stronger voice to parental standards than do the parents themselves... The high risk parents have emphasized the child's adjustment, individuality, freedom, exploration, and change. Low risk parents have given priority to discipline, family togetherness, love of God and country, and support for authority and the status quo.

Richard H. Blum
& Associates
Horatio Alger's Children

"You buy papers for your own courses but write them for other people? What sense does that make?"

"Makes a lot of sense. Say I'm taking an economics course. I'm a psych major. I don't know all that much about economics—how much do you learn in an introductory course? Not a whole helluva lot. So any thing I'd write would probably be kind of silly—you know, read a couple of books so you can put in footnotes and then fill up seventeen pages. And it takes a long time. Then you turn it in when you come to take the final, some guy'll spend twenty-five minutes reading it, put a B-plus on the cover, and leave it on the table outside his office so you can pick it up over the summer. There's no percentage in that. In the time it takes me to write it, I could write three psych papers because I know something about it, and I get to keep the difference. If that doesn't make sense, tell me what does."

from "Why Johnny Can't Flunk"
Phillip Rosenberg
Esquire (April, 1973)

Adult work is always tied in with a larger spiritual principle—whether that principle is the Protestant ethic, the deification of capital, or the revolutionary vision. Indeed, one way of defining adulthood is as a state of maximum absorption in everyday tasks subsumed to transcedent cultural principles, permitting minimal awareness of the threat of individual death.

Robert Jay Lifton
Harper's Magazine
April 1973

We are a racist society and it eats away at the heart and soul of America. We have to take America into the operating room and remove this cancer before it destroys us... Too many black people feel they are in the promised land. I don't care about your PhD. As long as you are poor or black in America they'll beat your head just like they've beat mine.

Ralph Abernathy
Speaking at Michigan
Convocation for Racial
Justice, 1973

I did not take mescaline because I went to Harvard, met Timothy Leary, rebelled against my parents, was amotivated, or sought escape from reality. I took it because I was a normal American teen-ager whose curiosity had survived 13 years of American education.

Andrew Weil
The Natural Mind

The so-called realists are trying to drive us insane, and I refuse to be driven insane. I go with Nietzche who said: "We have art that we do not perish in the truth." That's what art is for. In our daily lives, we are making do. Things get tougher as we go along, but we make do. We lose love; we lose people; we lose jobs. And the remarkable thing about the human race is the ability to survive. We survive by fantasizing. Take that away from us and the whole damned race goes down the drain.

Ray Bradbury

People and clay get fired.

Moderator,
Make a Wish, TV Program

ADOLESCENT SUICIDE

Impact is fortunate to be able to present this interview with Jerry Jacobs, author of *Adolescent Suicide* (New York: John Wiley & Sons, 1971). Professor Jacobs is a member of the Department of Sociology and the Gerontology Center staff at Syracuse University in New York state. He is also the author of numerous papers and speeches dealing with adolescent suicide and various aspects of medical sociology and deviant behavior.

Impact: Could you give us an overview of the magnitude of adolescent suicide?

Jacobs: Actually in terms of numbers, it's not what you would consider a major problem in that it's now listed as the fifth leading cause of death in the 15 to 19 year old age group. In terms of absolute numbers, that wouldn't represent many people. I'm not certain exactly what the number is, probably not more than 500 or 600 per year. On the other hand, the rates of suicide apparently have increased. In fact, from 1954 to '64 they have gone up 67% in the 15 to 19 year old age group. In that sense, it's alarming.

Impact: Do you think this increase is due to societal factors, or is it due just to the typical stresses of "growing up?"

Jacobs: I'd like to deal with problems of adolescence that lead to suicide and suicide attempts as opposed to doing some kind of analysis of official statistics.

My own feeling is that there are lots of reasons to question the validity of official statistics. A lot of sociological literature, almost all of it, in fact, is concerned with the interpretation of official statistical rates. This is the thing that Durkheim and most sociologists since his time have promoted, not only for suicide, but for other social phenomena. Because I think that there are many questions about the validity of rates and the kinds of information that you deal with when you deal with interpretation of rates, I'd rather stick with case history material. For example, there have been a number of critiques of Durkheim – Gibbs, Martin, Henry and Short and other latter day followers of Durkheim. The problem is that their formulation; namely, that sociologists ought to interpret official statistical rates of suicide in order to find some kind of external social causal agent, which Durkheim took to be the lack of social integration, is of no use whatever in anticipating or preventing suicide. If I had to try to explain a 67% increase of adolescent suicide rates between 1954 and '64 I wouldn't do it in terms of the interpretation of rates: a) because I'm not sure there has been an increase of 67% because I'm not sure of the validity of rates; and b) even if the rates were valid, I would still not look to some external social causal agent, but rather to the personal circumstances of the suicide himself.

Impact: What does current research, including your own, show about the characteristics of those adolescents who attempt or actually commit suicide?

Jacobs: There is very little in the sociological literature that deals with the question of anticipating or preventing suicide among individuals. Prevention is, of course, what psychologists, psychiatrists, school counselors, nurses and other clinicians consider important. In the psychiatric and psychological literature, there seem to be a few key formulations frequently used to explain suicide. Mainly, there is the idea that suicide is an irrational act, an impulsive act, unconsciously motivated, and maladaptive in nature. There is another notion that it stems from frustration which leads to aggression. In the frustration-aggression model, aggression is turned inward or outward, inward leading to suicide, outward to murder. There is also a notion of early childhood trauma under the general heading of broken home. I'd like to deal with some of these ideas because they are the ones most clinicians use to interpret the personal circumstances of people in trying to understand what led them to attempt suicide. In my book, *Adolescent Suicide*, I point out that I don't feel these formulations are very helpful in understanding what led to suicide nor have they been successful in anticipating or preventing suicide. Neither psychoanalysts nor suicide prevention centers have been very successful in this regard. Some of the reasons for this has to do with basic psychological assumptions of understanding why people kill themselves. Is it ok if I just review some of these?

Impact: Certainly, go ahead.

Jacobs: We mentioned as one example the notion of suicide resulting from an unconscious motivation. That, I think, is a difficult position to maintain on logical and empirical grounds. For example, the definition of suicide in *Webster's Dictionary* is essentially the same as the sociological definition: "the act of killing onself intentionally." Now the question arises how can one unconsciously intentionally commit an act? You see the contradiction. It's difficult to think about suicide other than in terms of conscious intentionality, that is, the person has to know what he's doing, he has to know that he wants to do it. And, he has to know that what will result is that his act against himself will result in his death. In my study of adolescent suicide and in the interpretation of the suicide notes of successful suicides, it seems that the victims are always conscious of their intentions before the act. In fact, they tell you that they have given the matter a great deal of consideration in advance. Now if they have done that and have come to the conclusion, however reluctantly, that suicide is the only way out, then again, it seems that unconscious motivation is contrary to what the suicides themselves tell us they've done.

Another idea is that suicide is an impulsive act; there is considerable psychiatric literature to this effect. The above critique holds here as well. If by definition according to Webster, impulse is "a sudden inclination to act without conscious thought" – well, suicide is a conscious thought. You have to be consciously aware of what it is you are about to do. Suicide also implies deliberation, and impulsive implies without deliberation. The dilemma here is obvious. We couldn't have the two occurring at the same time by definition.

Then too, Farberow and Schneidman say in their book, *The Cry for Help*, that most suicides telegraph their intentions in advance. That is, they don't want to kill themselves, they want other people to know that they are in trouble and come to their aid. Now if that is true, again, it's hard to link the notion of suicide as an impulsive act to the fact that suicidal persons try to telegraph their intentions.

Still another psychiatric notion is that suicide is irrational by nature. But most current literature seems to contradict this notion as well. For example, none of the suicide attempters in my series were suffering from thought disorders. The concept of rational vs. irrational also brings into question the idea of psychiatric diagnostic categories and how meaningful they are. For example, you would expect, in terms of psycholoanalytic explanation of suicide, that suicides suffer from depression and that the suicide potential increases with the degree of depression. On the other hand, there are studies by psychiatrists indicating an inverse relationship, that is, persons diagnosed as suffering from depression who entered the hospital and later committed suicide were found to be less depressed than those who didn't commit suicide. Generally, these studies conclude that psychiatric diagnostic categories are not very helpful indicators. Better indicators are prior attempts, threats, or suicidal ideation. Then, too, Tuckman's study of suicide notes indicates that suicides are consciously thinking and making rational decisions by weighing pros and cons; they are not suffering from thought disorders.

A study in *Science*, January, 1973 by Rossenbaum has made quite a splash. It was written up in the *New York Times* and a number of other papers. It deals with the question of how good clinicians are in determining rational from irrational behavior. In this study, a number of researchers had themselves committed to mental hospitals and then began acting in a rational or sane way in an insane setting. All the physicians and other staff were unable to tell that they were sane; in fact, they were convinced that they were insane and the only people who seemed to know that the whole thing was essentially a put-on were the insane themselves. I think it is obvious that you don't have to be irrational, insane, or otherwise suffering some form of mental illness to commit suicide. There are, obviously, real problems in assuming that anyone could tell in the first place whether someone was or was not irrational.

Impact: You've told us a lot about what suicide is not, but could you tell us what some of the commonalities are among people who attempt or commit suicide?

Jacobs: Basically, what it amounts to is that everyone is a candidate for suicide; there isn't a class of people that is excluded. However there are common denominators to suicide in terms of the victim's personal history or circumstances. In this regard, I believe that you should study the very things that Durkheim decided you shouldn't study – the individual, his intentions, motives, and morals. If you look at the personal circumstances of suicides the way psychiatrists and other clinicians do, but do not interpret them in terms of some type of synthetic external system – mainly a psycholoanalytic system – you can find common denominators to the case histories.

What adolescent suicides and suicide attempters, both in my study and in the study of suicide notes, have in common are the following. They seem to have: 1) a long standing history of problems from early childhood to the onset of adolescence; 2) an escalation of problems since the onset of adolescence above and beyond those usually associated with it; 3) a progressive failure to find the adaptive techniques needed for coping with the increasing problems that led them to a progressive isolation from meaningful social relationships; and 4) the final stage is a kind of chain-reaction – disillusion of any meaningful relationship in the days and weeks preceding the attempt, which led the adolescent to feeling that he has reached "the end of hope." Now the gist of this is that I believe suicide and suicide attempters, adults and adolescents, rich, poor, and from every class and status are *all* subject to basically the same process. What it amounts to is the progressive isolation of the individual, over time, from meaningful social relationships so that, ultimately, he is convinced not just that he has his ups and downs like everyone else, but that things are always down and will remain that way in the future. If you've experienced the kind and sequencing of events in your life that I have just outlined, you'll come to entertain suicide as a possible way out. Actually, I am convinced that no one wants to die. The problem is that you can't figure out how to keep living because living requires that you be able to establish and perpetuate meaningful relationships. Once you have reached this point, as many people do at some time in their lives, you may entertain the notion of killing yourself. But while a lot of people think about it, very few people do it, and I think there is an internal process that allows the individual to bridge the gap between thinking about suicide and doing it.

Impact: How do you bridge the gap?

Jacobs: In order to overcome the moral constraints against suicide, and violate the sacred trust of life, the suicidal person must: 1) be faced with an unexpected, intolerable and unsolvable problem; 2) view this not as an isolated, unpleasant incident but within the context of a long biography of such situations and the expectation of future ones; 3) believe that death is the only absolute answer to this apparent absolute dilemma of life; 4) come to this point of view by way of a) an increasing social isolation whereby he is unable to share his problems with other persons, b) being the victim of the incurable disease which, in turn, isolates him from help and the community, thereby doubling insurance of the insolubility of the problem; 5) overcome the social constraint, that is, the social norms he has internalized whereby he views suicide as irrational or immoral; and 6) succeed in this because, as Durkheim points out, he feels himself less an integral part of society than others and therefore is held less firmly by its bonds; 7) accomplish step 6 by applying to his intent to commit suicide, a verbalization that enables him to adjust his conception of himself as a trusted person to a conception of himself as a trust violator; 8) succeed in doing this by defining the situation in such a way that the problem is a) not of his own making b) unresolved not from any lack of effort on his part to deal with it, and c) not given to any resolution known to him except for death (he doesn't want it that way but "it is the only way out"); 9) by the above process, define death as necessary and in so doing, remove all choice and with it sin and inward immorality; and 10) make some provision for insuring against the recurrence of these problems in the afterlife.

I think those who attempt or succeed in suicide go through this kind of rationalization or verbalization in order to go from the idea of thinking about killing themselves to actually being able to do it. That is, they had to provide themselves, and hopefully others, with the moral justification for something that they know people condemn.

Impact: In your book you present case studies in which a key factor in electing to commit suicide is that the person is isolated from social involvement or social relationships. Don't you think it's possible that a person might, in some sense, bring these problems on himself by isolating himself and, therefore, feel that he is responsible for his problems?

Jacobs: Judging from what people who have committed suicide tell us in suicide notes and from what the adolescent suicide attempters told me in direct interviews, I would have to say no. They don't feel as if they brought it on themselves; they feel as if things have happened to them notwithstanding their efforts to reverse the kind of social isolation they feel. Now it may be perfectly true that in later stages of the game, people have isolated themselves from others. On the other hand, it is not true that they want to remain isolated. That is, they would like to establish meaningful, reciprocal relationships with others but they have been unable to do so. Now you can say, "Well, that might be because of a defect in their personality. That is, it's not his personal circumstances that are keeping him from establishing meaningful relationships, but his psychological makeup." I don't think so, because first of all, looking at the personality of the different people who attempt suicide, no one is excluded. There are introverts and there are extroverts (that is, people who are involved in social activities, at least in a superficial way). There are other people who are completely isolated from others. I don't think that there is any kind of a personality profile that you could draw that would be common for suicide attempters. I think it is their situation that has led them to the isolation they feel.

Impact: Maybe I'm beating a dead horse, but is it at all possible (I'm asking you for an impression, not necessarily for a measurable observation) that these people might have a stronger sense of self or individualism than other people, or that they feel they stand out either in terms of being rejected by society or unique within society? Is this anything you have observed?

Jacobs: No, I don't think so. Again, if you look at the people in terms of suicide notes they are not "dropouts," super successful, or super powerful sorts of people who are somehow unique. Very frequently, they are the proverbial people next door. I don't think there is anything to distinguish them in that sense. Certainly the adolescents were just kids who were in high school. I think that *everybody* is a candidate. There may be a student for example, who, while not now suicidal, might very well become suicidal depending upon his later circumstances. There is nothing in one's makeup that could guarantee one an immunity from it. Or somebody who is suicidal now, depending upon alterations in his life circumstances, might stop contemplating suicide at some future time. No, I don't think there is anything in terms of the temperament or personality that seems to be a common demoninator, that would distinguish the suicide attempter from any other student or adult.

Impact: Have you talked with any people who might have been involved in suicide attempts because they had some sort of a philosophical stance—a belief in a death cult or that sort of thing?

Jacobs: No, but very frequently, and this would fit into the last notion of the ten points I outlined, people who anticipate suicide begin to think of an afterlife. They begin to think of it in terms of the reason they are interested in suicide—to get rid of the real life problems that seem to be without a solution. Now to kill yourself and go off to an afterlife that has as many or more problems wouldn't be a solution at all—it's jumping from the frying pan into the proverbial fire. People *do* begin to think about the afterlife and they often use religion to construct a moral justification for suicide.

For example, Catholics are damned to hell for suicide in terms of religious dogma. On the other hand, this doesn't prevent good Catholics from killing themselves. The reason is that although they are good Catholics who understand the teaching of Catholocism and are aware that they are supposed to go to hell, those Catholics who are about to kill themselves don't think they are going to hell. They think they are the exception, the reason being what was previously discussed in the outline—they didn't choose to kill themselves. Committing a sin infers a choice; you've chosen the wrong way. If you've defined it so that you are not responsible for what you have to do (you didn't choose to; you had to), then you are free from the notion of sin and immorality and, therefore, you are not going to hell.

On the other hand, you might redefine things and go from being a religious person to an atheist. That would be another way of getting rid of the problems in the afterlife. You could not go to hell if you define it out of existence. This is inferred in "when you're dead, you're dead." Now that's not as attractive as going to heaven, but it *is* an improvement on living hell on earth, as some people refer to it. Other people come from backgrounds that have nothing to do with reincarnation. I mentioned some in the book. In this regard, there were cases of Black Baptists, who you don't usually associate with the notion of reincarnation; and yet, there were some who got interested in it just prior to their attempts. That is, another way to make suicide ok would be the belief that you come back to a better life. I discussed this at length in my article, "The Use of Religion in Constructing a Moral Justification of Suicide," in a book called *Deviants and Respectability* edited by Jack Douglas. The gist of it is that you have to provide yourself with some notion that life is worse than suicide and you do that in any number of ways with respect to religious teachings. It is a twist of irony that the religious teachings designed to prevent suicide, by way of the notion of heaven and hell, actually contribute to suicide in some cases.

Impact: To move on in our discussion, what do you do or recommend in the way of post-suicide attempt counseling?

Jacobs: As I mentioned before, the kinds of suicide prevention programs that now exist, judging from demographic studies and statistical studies, are not very successful in preventing suicide. I would first suggest that individuals who have become socially isolated from meaningful relationships obviously need to get back into contact with others with whom they can establish and perpetuate reciprocal relationships. Now if you're isolated and you don't see any other people, especially if you're an adolescent, that leaves very few openings. One of them is the school situation because, in effect, you have a captive audience. Adolescents are required to go to school and they do. There is also considerable literature to the effect that people anticipating suicide will go to their local physician when nothing is physically wrong with them, essentially to be able to talk to them in the hope of getting someone who might be able to help them. Now I think doctors, school counselors, and school teachers are in a unique position to offer some help, that is, there is some potential there. Whether they are able to do anything to help the potential suicide depends on a couple of things, one is obviously the recognition of who is suicidal and who is not.

That leads to the question of how one can tell who is suicidal? There are a number of "lethality scales," with certain indicators built in that are supposed to be a shorthand way of telling the suicidal intentions of people. Unfortunately, none of them seem to be very successful. The kinds of items that go into one scale are conspicuously absent in the other, and so there is a pretty shaky basis for prediction. Everyone is looking for a kind of litmus test for suicides so you can identify them and help them. But as things currently stand, there really isn't any certain way to do that. If you had a case history that was compiled along the lines I described in the book, and if you were able to interpret it the way I suggest in the book, I think you'd be able to tell, or make an intelligent guess at the very least, if someone had suicide potential.

However, this would require a lot of work and effort and I don't know if you could initiate such a program on a mass scale. It is a question of economics and manpower. On the other hand, if you don't do that, none of the other listed ways are very helpful either. Some of the literature suggests that you have to look for depression. People who are suicidal are frequently in a state of depression. There is a loss of appetite, or they might be overeating. There are a whole lot of other symptoms that are taken to be indicative of somebody's suicide potential – if they talk about suicide, the way they talk about it, if they have considered a means of suicide, if people are or aren't readily available to help them and so on. In short, it's very difficult to anticipate. Notwithstanding how difficult it is to establish the potential suicide's intention in advance, there is considerable literature attesting to how easy it is. But the fact that suicide prevention centers have not been successful in reducing the rates of suicide in the areas they cover, and that psychiatrists have been unsuccessful in reducing the rates of suicide among their patients, seems highly contradictory to the claim that it's an easy business to establish people's intentions.

Impact: You said that a lot of the suicide prevention clinics were not successful. Would you include in that the hot line services manned by former suicide attempters?

Jacobs: I don't know how it is in this country, but there is one exception that I know of in England. There, one set of suicide prevention centers uses former suicide attempters to answer the phone. That is the only agency I know of that has been successful in reducing the rates of suicide in the areas where it exists. Yes, I think this is a good way, that former attempters are much more able to empathize with someone who is suicidal than a professional person who might not, because of class boundaries or other constraints have the capacity to empathize as well as former attempters would. I think that it's probably a good idea to utilize persons like that who have better insights into whether someone is serious and can communicate better with someone who *is* serious. I think that if you had the kind of information that I have by way of case history, related freely by the individuals themselves – where they didn't think there were going to be negative repercussions from telling you – that you could, through considerable effort, sort out people with suicidal potential. Within a captive or limited audience, you might undertake something like this, but in terms of a mass screening of school children I think it would not be practical. On the other hand, I don't think there is any other quick and easy way to do it now in existence.

Now assume that you can't sort out the person who has the high suicide potential; you still might be able to reduce the suicide rates among adolescents in school settings or in medical settings by initiating certain programs. There are studies, one by Jan-Tausch of school age children in New Jersey, another by Farnsworth, and another by Shoben which suggest programs that you might initiate in school settings to help the potential suicide. I don't think some of these recommendations would be very helpful; others I think would be. So what I've done is to sort out those program features that I think would be good if we could set them up in school settings. For example, children should be encouraged to participate in extracurricular activities to reduce withdrawal and isolation. The school should encourage more teacher/pupil interaction; counselors should try to see to it that every student has at least one close friend or confidant.

Impact: What about parents? Do these programs try to involve parents?

Jacobs: No, this is mostly within school settings. I'll mention a few more. I would suggest that education try to achieve greater relevance to students with respect to their understanding of what is relevant in the modern world. I would suggest that students be able to speak their feelings without feeling that they will suffer negative repercussions. Opening these lines of communication would be a source of help to the potential suicide, and generally, a recognition on the part of the schools that school is not just a place to go for an education. As far as the person with high suicide potential is concerned, school is more important as a social setting – as a place to meet people, as a place to go, as one of the few places, or maybe the only place to go, where there is at least a potential for meeting and establishing meaningful relationships with other people. In short, I think most educators are concerned with educating and they are not concerned with the social needs of students in school settings. They would do well to reorient toward the importance of the school as a social setting, and thus, initiate programs that are both interesting and accessible.

Impact: The next question involves a moral issue. Is there a time at which it is wise *not* to prevent a suicide?

Jacobs: Yes. I think most of sociology and psychiatry – most everyone – is of the conviction that there should be a move toward suicide prevention, that is, you want to learn more about suicide in order to prevent it. This is fine, *insofar* as you are able to intervene in such a way as to change the individual's life circumstances so that he is better able to establish and maintain meaningful relationships with others (which is what he is trying to do). Then I think you should be in the suicide prevention business. But if all you can do is tell him that he ought not kill himself, that there are ways of staying alive he hasn't entertained, that it is incorrect to kill yourself, that it is sinful, that it is symptomatic of psychological illness, or any of these things, I don't think you're doing him any big favor. Under these circumstances, you ought not to be intervening because if you were in his shoes, you would be doing the same thing. Of this I am convinced. As I said, everybody's a candidate for suicide. Those people who can establish and maintain meaningful relationships want to go on living; those people who can't would like to go on living but since living, is by definition, the ability to establish and maintain meaningful relationships, they can't. If you are in the position to do a little manipulation or social engineering and help that person establish and maintain meaningful relationships, by all means do it, because he would like for you to do that; he would like some way out. But, if you're using suicide prevention therapies or techniques that are not helping a person, I think it's presumptuous to tell him that he ought not to kill himself.

Impact: A related question: is there ever a point at which you would have people institutionalized if they continued to try to kill themselves?

Jacobs: I think that would be a last ditch resort because there are very few who are voluntarily institutionalized – people really are not keen on being confined to institutional settings. The reasons are obvious, they are not very helpful; they are what is often referred to as "total institutions"; they are really prisons. No one wants to be in a place like that. Even those who go voluntarily don't want to stay there. I would say it's a last resort because they are unlikely to get much help in reversing their personal circumstances while institutionalized, so that they will no longer be suicidal upon leaving. In other words, one is unlikely to learn how to establish and maintain meaningful relationships in an institutional setting. Nor do institutional agencies now undertake some kind of social engineering in order to help maintain persons in the greater community. While institutionalization might prevent one's suicide for a while, the question is, what would be the long term or even the short term effects after the person is out? If all you can do is let the individual back into the same environment that produced the problem, he will probably still kill himself. The second best thing is never to let him out again if you can't change his circumstances, as noted earlier. I'm not sure that you are doing him a great favor to undertake that course of action on his behalf. Finally, suicides among the institutionalized are not unknown.

Impact: Have you ever asked suicide attempters what suicide or death means to them? Have you gotten any responses as to what it really means to them to die?

Jacobs: Not directly. Indirectly, I get "responses" from the interpretation of suicide notes of successful suicides when they talk about the afterlife. In interviewing suicide attempters in the study, I didn't ask them that directly, but indirectly they would tell me, or *some* of them would. What some of them told me was that they had recently developed a great interest in religion. People who had never thought about religion suddenly began pursuing religious teachings, tried to reach Christ, or became concerned with reincarnation etc. In a few cases, people who were good practicing Catholics or Protestants suddenly became atheists. There was an abrupt and unanticipated reversal in one direction or another with respect to religion. Mainly, they are concerned about dying and what that means to them. Their view of the afterlife is contingent upon the meaning they infer to dying. For example, if they thought they were going to hell, they found some way to think otherwise; they provided themselves with a moral justification for killing themselves so that while other Catholics go to hell, they, still being good Catholics, would not go there for the reasons previously noted. Or if they couldn't convince themselves of this, they'd switch from being very religious to being atheists, or entertain the notion of reincarnation.

Impact: In a recent issue of *Harper's* magazine there is an article about a program in Maryland with terminal cancer patients. They are using LSD therapy, but essentially what happens is that they enable these patients to go through a death/rebirth sort of thing. Some of them thus find what's left of their lives to be a profound experience. Do you think a death/rebirth therapy might help a person who is contemplating death?

Jacobs: One thing that comes to mind is a treatment plan I read about for heroine addiction and a way to reverse it in the form of operant conditioning. It involved electric shock; the therapists have the person on the verge of death and at the last minute reverse the trend and the addict comes back to life again. That kind of negative reinforcer is presumably successful, judging from what I've read of it, in getting someone off heroin who is addicted and cannot otherwise be reached. Well, in terms of reversing heroine use, that's a successful treatment plan. I'm less certain that is the kind of treatment plan that one would morally want to initiate. It might be akin to institutionalizing someone forever in order to prevent his suicide. I don't know if you ought to almost kill someone so that they can get off heroine or some other "social" problem. For example, I'm not saying the LSD thing is of that nature, but it is a kind of death-reverse thing and I'm not sure what I think of that. I would want to know more about that particular plan.

Impact: Are there any closing comments you'd like to make?

Jacobs: The basic drift of what I've said is that people who have for some time experienced a progressive isolation from meaningful social relationships, who've experienced total disintegration from meaningful relationships on all fronts, and who believe—often for good reason, I might add,—that their future holds more of the same, begin to think of suicide as a way out. I think it's true that a necessary precondition for life is the establishment and maintenance of meaningful reciprocal relationships with others. If your personal circumstances are such as to not allow for that, notwithstanding your efforts to do so, you'll begin to think about killing yourself. If you think about it, you'll have to offer yourself a moral justification or rationalization for it which will take the form of the ten points previously outlined. I think if you want to prevent suicide, it's going to require not so much hospitalization or crisis intervention but social involvement of the practitioner with the everyday life of the person he is treating. If you can't do that, other therapies are likely to be unsuccessful in preventing suicides. I think that if you are going to prevent suicide you have to take the accounts of the suicidal person seriously; accept them and accept him as a rational, meaningful human being. You must look at things as he understands them and not superimpose some external explanation on what he says. I do not believe, as psychoanalysts do, that there is no common denominator to suicide unless you talk about unconscious motivation. Therapists persist in superimposing systems on what people say. In my opinion, they would do better to take people's accounts of their problems seriously and at face value. ■

NEA Reports on Dropouts

Characteristics of potential dropouts are reviewed in a special NEA report which focuses on programs designed to assist in their educational and vocational progress in school and after leaving. The report states that even at the elementary level, potential dropouts can be identified through the following characteristics: inability to read at grade level, frequent absenteeism, lack of participation in extracurricular activities, a rebellious attitude toward teachers, disruption in the classroom, emotional disturbances related to the home environment, and a pattern of failure in school work. The NEA report provides illustrations of programs which focus on applications of motivational procedures, work-study, programs for teenage mothers, continuing education, and alternative schools. You can obtain copies for $4.00 from the NEA 1201-16th Street, N.W., Washington, DC 20036.

Printout

INTERVENTION STRATEGIES AND THE STIGMA OF DEATH

> "This may be an age of youth but it is also an age of death. Death is in the air; none of us is more than minutes away from death by nuclear incineration. Life has become both more dear and more cheap. And if it can be taken by others it can also be thrown away by oneself. Senseless killing and the wanton destruction of one's own mind reflect the same debasement of man's basic coin: life itself. In the Western world we are probably more death-oriented today than we have been since the days of the Black Plague in the 14th Century."
>
> Schneidman
> 1970, p.37

Historically in Western society death has always been recognized as a "fact of life," but the reality of it has also been felt to be so unpleasant, so disturbing, so "gut-level" terrifying that the fear of dying generally has been denied and blocked out of consciousness. Clay (1970) suggests that this denial of death has created a "throw-away society, the old people are encouraged to move out of the mainstream of life and into retirement communities and rest homes where we won't notice them, and the actual physical management of the dead and the dying is turned over to institutions, and to groups of specialists—doctors, clergy, and undertakers." (p.1)

Realistically, attitudes toward death cannot be divorced from attitudes toward life. In the past, however, the main thrust of life has been the competitive one of "making good," or as it is now said, of "getting a piece of the action." This means economic success which is proved by the acquisition of material property and physical possessions so that everyone can readily see just how well off they are. In a society which has characteristically been materialistic, the fact that "you can't take it with you" is a kind of crashing contradiction of the whole basis on which we live.

Traditionally, the overall attitude in America toward the final, irrevocable termination of life has been one of denial. "It's not going to happen to me, at least not for a very long time; and I'm not going to think about it."

The introductory quote suggests that there is currently a shift in the thinking of many regarding the impact of death on the living." Today, on many of our college campuses, students are revealing an acute sensitivity to life-and-death issues. The threat of a nuclear holocaust, and pollution has given rise to this changing attitude toward death. In addition, many college students have found financial security and are now seeking the more esthetic meanings of life of which death is an integral part.

The changing attitudes found on our college campuses are beginning to permeate other segments of American society. Helping professionals are now focusing their attentions on providing family counseling for those feeling the impact of death in the family. In addition, specific strategies are now in operation which provide specialized counseling for people with terminal illnesses.

In reviewing several articles and documents, it appears that there are three major areas on the subject of "death" receiving major attention. First, courses are now being developed on college campuses which deal with "death education and suicide prevention." These courses generally deal with the taboo of death; death and religious and philosophical thought; death and the law; historical and psychological implications of bereavement and funerals; biological and psychoanalytic theories of death and dying; the child's, adolescent's, and middle-aged/elderly views of death, etc. Family counseling is the second major type of program now in operation. These programs tend to specialize in group therapy and focus on assisting family members in their adjustment to the impending death of a loved-one as well as "sensitizing" family members to the non-medical needs of a dying father, mother, brother etc.

Finally, much attention is currently being directed toward offering indepth, individual counseling for terminally ill patients. Programs such as the one being conducted at the Maryland Psychiatric Research Center typify some of the more unique and innovative approaches to counseling the dying. The Maryland program embodies the assumption that it is at least as important to deal with a dying person's psychic anguish as with his physical pain. Their research concerns the use of psychedelic drugs within the framework of psychiatric counseling to help patients achieve a transcendental level of awareness from which they can deal more easily with impending death.

Those in the medical and helping professions are realizing the need to examine objectively the meaning of death to man. Some avoid its mere mention, others seek it as the final experience, and many fear it as the ultimate horror. Yet no matter how death is perceived, no one can say that the study of its effect on man's behavior is irrelevant to him as an individual or as a member of a species which continually faces the stress of possible extinction. Increasingly, it is being realized that the extent to which one views death as imminent is closely associated with personal health and sense of well-being. Some theorize that the fear of death underlies all other fears and anxieties. If this is true, then programs which deal with death, dying, and crisis intervention must be developed for all segments of society.

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Share Your Ideas Through ERIC

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Flashes

... In a biography of her brother, Albert Einstein, Maja Winteler-Einstein wrote of the terrible temper of that genius which even caused his face to turn yellow. In one youthful fit of rage, he tried to crack open her head with a toy trowel. She wrote later: "It is doubtless evident that a healthy skull is a necessity for the sister of a thinker." ...

... In Massachusetts, the Hamilton-Wenham Regional High School has developed a novel program. A student can stay home for two days a year providing he gets one of his parents to substitute for him in class, except on exam day.

"Our motive," explains Principal Jerome A. Pieh, "is to provide an opportunity for parents and interested members of the community to see the schools in operation. Schools have changed so much that many parents find it difficult to relate meaningfully to their children's problems and achievements. Our program affords them an opportunity to close the generation gap a little by becoming involved as a student, at least for a day or two."

Parents who substitute for their children must attend all classes except gym, which for them is optional. Hamilton-Wenham's parent-for-student program has been in operation three years. To date 150 parents have taken advantage of it ...

... Teacher worries about violence in big-city classrooms are of increasing concern. In New York, two schools are planning to arm instructors with pen-size electronic signaling devices. If attacked, the teacher can silently summon aid from a central office. Similar devices have been put into schools in other systems in the past couple of years. Since 1964, assaults on teachers have increased 7000%, according to the US Senate Subcommittee on Juvenile Delinquency.

... Ecology, Inc. a New York City firm reduces 150 tons of city garbage to 60 tons of organic compost fertilizer each day. They have no shortage of the raw material—the city produces 24,000 tons of garbage daily ...

... T. F. McNeil at Lafayette Clinic in Detroit studied 469 emotionally disturbed children in various treatment centers and found a correlation between summer conception and the severity of the disturbance. Those conceived in the hot months—June, July, August—were prone to severe mental difficulties, including inability to do cognitive tasks and to concentrate on them. Speculation as to causes centers not simply around the high temperatures of this season but around humidity, diet, clothing, intensity of sun and activity ...

... Do-it-yourself admissions at Maine's Bowdoin College have resulted in high class rankings and dean's list kudos for nearly half the students applying without taking admissions tests. Students submit sculpture, ski boots, scripts and any other artifacts or creations that somehow indicate their abilities. For those who test poorly this has proven a boon. School administrators are sufficiently satisfied with the program to continue it next year. Only one problem says the admissions director: he has to store the students' materials in his office. And much of it is, he says, "frankly dreadful." ...

... When a woman gets nauseous during pregnancy or suffers cramps during menstruation, some doctors are likely to dismiss it as an emotional thing instead of treating the cause. These doctors may be guilty of sexist prejudice against women when they attribute psychological causes to ailments known to have organic causes, says a report in the *New England Journal of Medicine* by Drs. K. Jean Lennane and R. John Lennane. In an accompanying editorial, Dr. Martin J. Kelly Jr., assistant director of psychiatry at Boston's Peter Bent Brigham Hospital, said the suggestion that a physician's unconscious attitudes may affect his treatment of a patient should make him consider whether he may be guilty of prejudice ...

... Elephants make beer. Workers at Kruger National Park, South Africa, witnessed the rather frisky behavior of these animals and traced the events back to a unique beer-making process. First, the elephants eat as much marula-tree fruit as they can get their trunks on, drink great quantities of water, jog around to mix the ingredients, and wait until the internal fermentation has reached a satisfactory high ...

... More than 100 new community colleges and 70 to 80 new comprehensive 4-year colleges are needed to adequately serve the nation's metropolitan areas, the Carnegie Commission on Higher Education said in a report released recently. While the total number of colleges in the nation seems to be sufficient, Clark Kerr, commission chairman, told a news conference, the schools are not located in the right places to provide access to students who have been denied a college education and to provide enough open admissions spaces for needy students ...

... Your head is too big, according to H. H. Campbell, director, Institute of Traumatic Plastic and Restorative Surgery, Toronto. It weighs an average of 14 pounds, which is too heavy for the neck and shoulders, resulting in the commonly experienced pain in these regions. The size of the human head, Campbell also states, is responsible for the helpless state into which the human infant is born, requiring years of maternal care ...

... Plagued by inner turmoil, frustration or boredom, some people have physically self-destructive rather than hysterical reactions. D. Lester of Stockton State College notes that everyone engages in certain forms of self-mutilation: nail-biting, hair-pulling, shaving, ear piercing. By studying these physical means of escape from untenable situations, Lester hopes to throw light on suicidal behavior ...

... "The amount of orality in both the suicidal person and the entire family was quite impressive." M. Rosenbaum and J. Richman link importance of food and drink, dieting, alcoholism and disputes over eating with characteristics of patients who have used drugs in suicide attempts. Oral intake proved to be a large source for argumentation in the families studied ...

... Giorgio Pannella, geologist from the University of Puerto Rico, writes that 300 million years ago the year was 390 days long. But each day had only 22 hours. His calculations are based on the striations of bivalve fossils, each of which represents one day in the life of the creature ...

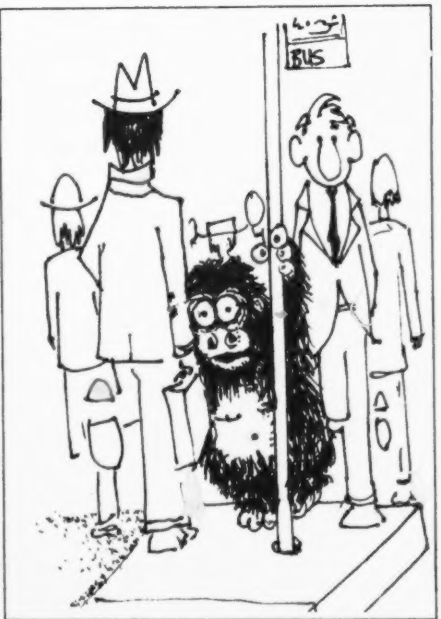
... Smokers are commonly thought of as jittery people whose nervousness is at least partly caused by smoking. Another hypothesis, however, is that smokers are less emotional people than nonsmokers and therefore better able to tolerate the physiological effects of tobacco. Paul David Nesbitt and a team of researchers from the University of California, Santa Barbara, tested this hypothesis on 300 college students. The results published in the *Journal of Applied Social Psychology*, vol. 2, no. 2 may prove it correct: the highest anxiety level was found in the group that smoked least. Smokers also reported lower sensitivity than nonsmokers to physiological symptoms of anxiety, and the longer they had been smoking the less anxious they were.

Are smokers then basically more phlegmatic types? Nesbitt thinks not. He suggests that one of the reasons people take up smoking is to desensitize themselves, to raise their tolerance to disturbing physical sensations ...

... Is the bustle of city life, with all its tensions, better for you than small-country-town living? Research by Dr. Leo Stole (Dept. of Psychiatry, Columbia University) indicates that mental illness may be less prevalent in the metropolis than in the country. A highly mobile environment, he notes, is probably healthier than an "immobile, static society holding its members as 'local captives'." ...

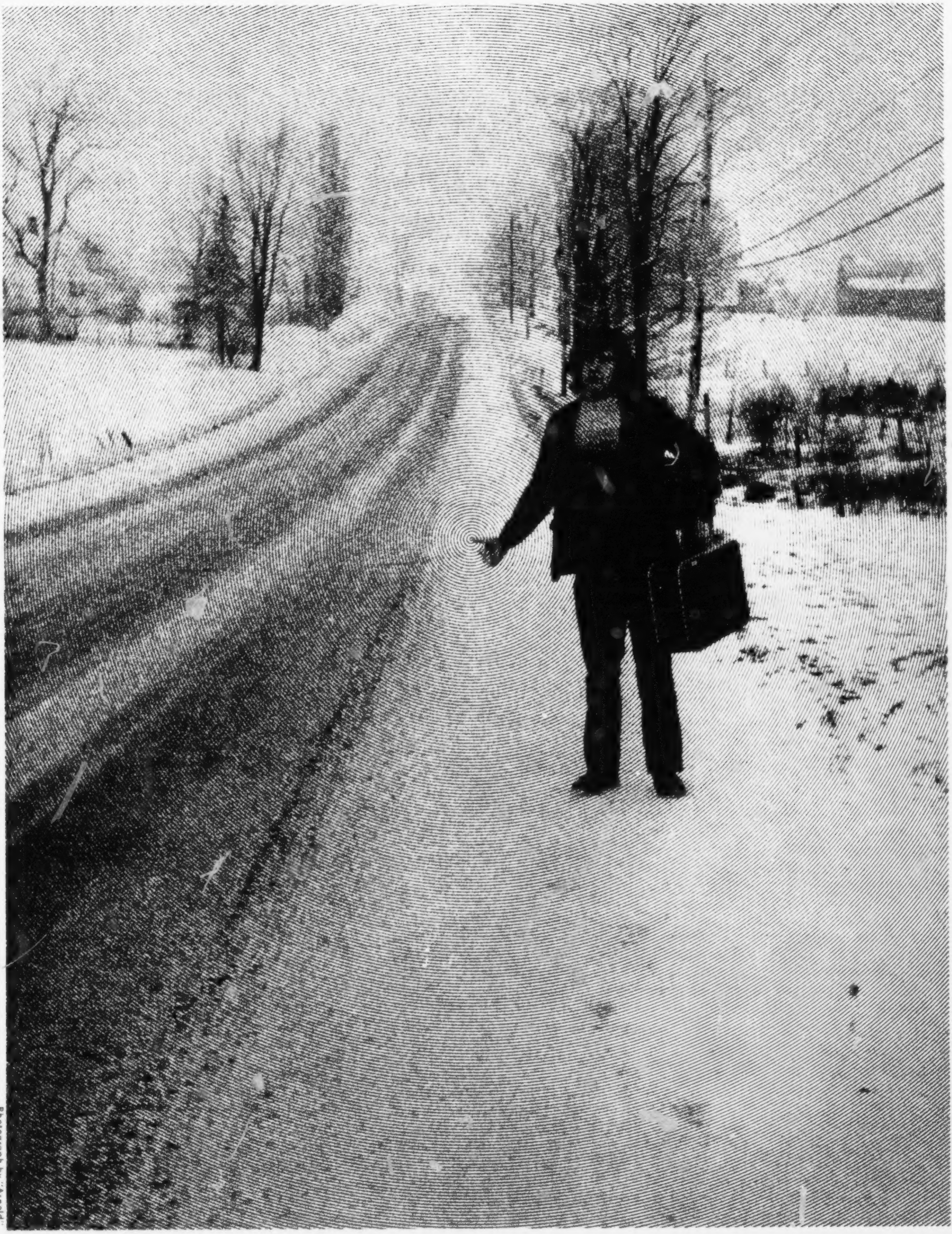
Editorial Note

Impact frequently reprints statements that represent provocative, if not extreme, views as a means of sensitizing our readers to important issues or developments which are relevant to the work of those with helping responsibilities. Occasionally these statements may seem to some to contain political references or have political connotations. We wish to emphasize that neither by design nor intent does *Impact* take stands on political issues or questions or evaluate political figures. The basis for inclusion of items is determined solely upon the utility of the information for the performance of professional responsibilities and activities and any attempt to draw inferences regarding political views is inappropriate and unwarranted.



... Staring is a characteristic signal of aggressive intent in chimpanzees, gorillas and other lower primates. The response to such a threat usually is flight, submissive display or, in some circumstances, attack. To what extent is staring an aggressive stimulus in human interactions? To answer the question a group of psychologists at Stanford University (Phoebe C. Ellsworth, J. Merrill Carlsmith and Alexander Henson) conducted a series of street experiments. They had confederates stand at street corners and stare at people who were waiting for the traffic light to change to green. Their finding: Staring at humans can "elicit the same sort of responses that are common in primates." According to their report in the *Journal of Personality and Social Psychology*, people who realized they were being stared at crossed the intersection faster than people who were not being stared at ...

... Coed dormitories are old hat these days. At many colleges, men and women are allowed to occupy the same floors, enjoy unlimited visitation hours, use the same bathrooms. Are these unisex dorms successful? Yes, according to Judith Corbett and Robert Sommer of the University of California at Davis, writing in the *Journal of College Student Personnel*. Their study reveals that only 27% of the men questioned were dissatisfied with the arrangement, while virtually none of the women were unhappy. "Living together," the researchers report, "should discourage fantasy and intrigue, promoting a realistic relationship between the sexes ... The prevailing feeling was that of a platonic community." ...



Photograph by "Arnold"

Counseling the Potential Runaway

by Gary F. Kelly

Each year, thousands of teenagers run away from home. They may be gone for a very brief time or as long as several months. A few do not return at all. Alarmed parents around the country have spent weeks trying to track down a runaway son or daughter, often with little success. Their alarm is not without justification as observers report that city street life is becoming increasingly dangerous and hardened.

Running away as one escape route from personal conflict is certainly not new. Running away as a widespread and accepted phenomenon is very new. There are several reasons behind this change. We live in a highly mobile society where the nuclear family has lost much of its influence on children. Each family member is encouraged to seek out his own activities, and less time is spent as a family unit. As a result of this influence, young people often are quite independent of their families at earlier ages. Therefore, these same youngsters encounter relatively little anxiety when away from home, even for long periods of time.

In addition to the changing nature of family influences is the powerful appeal of the vagabond identity in the youth culture. There seems to be a romanticized mystique that surrounds the youth who wanders about the country without specific objectives by motorcycle, van or thumb. The media consistently builds an image of the wanderer as carefree, happy, and lacking any weight of responsibilities. All of these developments have played a part in altering some of the formerly negative values toward running away. What used to be viewed as a weak, immature, selfish, and thoughtless attempt at getting attention and avoiding responsibility, now has taken on a far more positive flavor in some circles.

Counselors who work with young people often see the signs which may warn of an impending "split": generalized apathy and depression, discouragement and lack of purpose in school, conflict at home (often very typical kinds of generational conflict), and talking about "getting away to think." Dennis, a handsome and bewildered fifteen-year-old, began to exhibit the early warning signals in this interchange, which occurred after about 30 minutes of discussion.

Dennis: It seems like they're on my back all the time. Do this; don't do that. Grades got to come up or no more hockey. (sighs)

Counselor: Really pressured?

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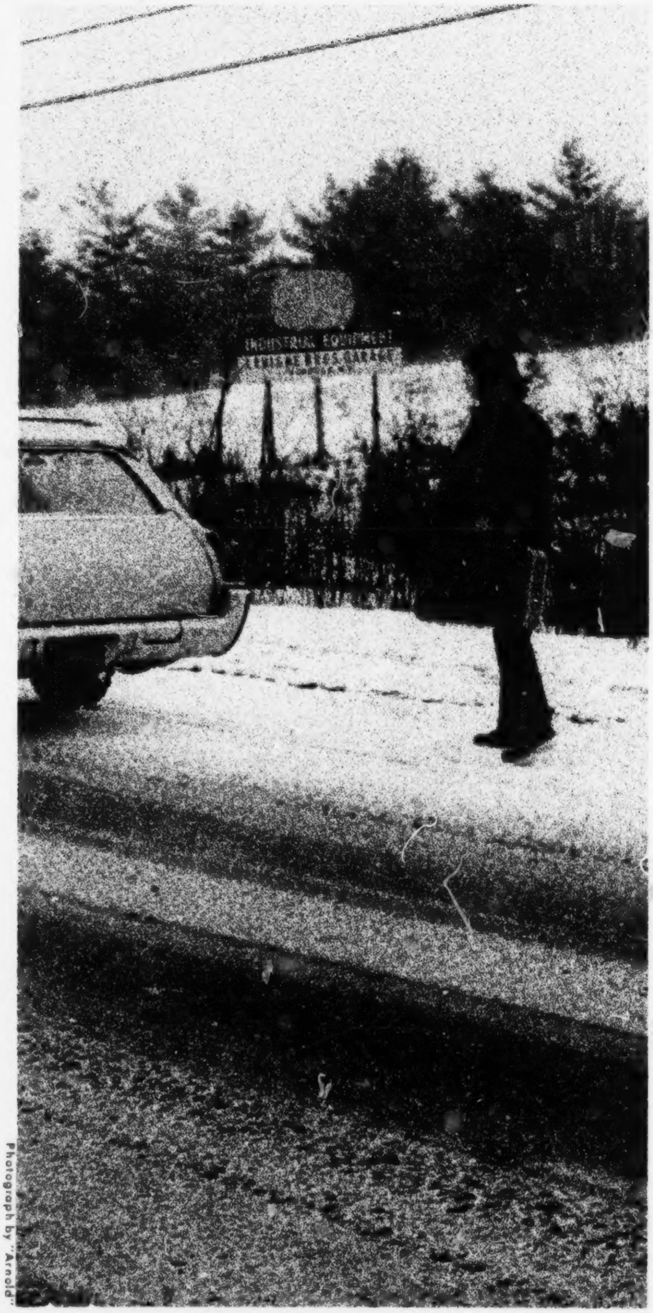

Photograph by "Arnold"

Thoughts about running away are most often a sort of mental escapism that never materializes in action. Sometimes, however, the counselor may sense a very real urgency and plausibility in plans for running away.

Dennis: Yeah. (Pause) But I'm not going to give up hockey. That means too much to even . . . I won't give that up.

Counselor: It seems as if you feel your parents don't really understand how important hockey is in your life. And on top of that there is just so much pushing in directions that don't feel right to you.

Dennis: Yeah. (Pause) I don't know, it seems as if . . . Sometimes I think I've just got to get out of there for a while, you know. Get away to just be alone, feel free—get things straight in my head. (Pause) I've been thinking . . . Well, I'm going to take off before long. At least for a while.

The desire to run away seems to become intensified in particular individuals during crises at home or school. I have also noted seasonal pressures appearing in high school youth. During the spring, the appeal of approaching summer independence becomes an important factor as final examinations loom ahead. If one or two students succeed in running away, the idea often begins to catch on with others.

When running away is discussed within the context of a counseling relationship, I have often noted clients talking themselves out of actually carrying through with the action. They are usually acutely aware of the practical problems of being totally on their own, as well as of the increased pressures which might be created following what they see as the inevitable return home. One of my long-term clients, 17-year-old Linda, often reacted strongly to parental ultimatums. One afternoon she made it a point to visit my office in order to announce that she was leaving home the next morning. She perceived the current crisis as intolerable and insoluble. After several minutes of emotion-venting, she began to look at her plans realistically and practically. Knowing herself to be a somewhat dependent person with very specific plans for a professional career, she realized that she was not prepared to take the risks involved in running away for a long period. She also viewed as childish taking the action as a gesture to frighten her parents. These conclusions and insights were reached without any persuasion or advice from me, and by the next morning Linda was ready to report that her intentions had been foolish and premature.

Although parents are often involved in much of the background conflict, many potential runaways verbalize a fear of hurting their parents through such action. Others realize that running away is unrealistic as an escape from the inner conflicts which plague them, or they are able to identify their own fear of taking such a drastic step. Indeed, thoughts about running away are most often a sort of mental escapism that never materializes in action. Sometimes, however, the counselor may sense a very real urgency and plausibility in plans for running away. How he behaves at this point can be crucial. Although his own real expressions of fear for the client's welfare may be beneficial in helping the client cope with the problems, they may not be sufficient to stop the action. Notification of parents without the client's knowledge is a highly questionable ethical position, and it is always risky if there is hope for continuing a meaningful helping relationship. In the long run, notifying parents of such intentions may precipitate further family conflict or even the act of running away itself.

We are left with the question of how the counselor is to deal with the potential runaway. Although each client represents an individual set of circumstances and feelings which will elicit particular responses on my part. I have found two general approaches to be both necessary and desirable. First, I share my real feelings with the client concerning his intentions. My feelings of doubt and fear surrounding the venture often facilitate the exploration of his own feelings of uncertainty. Often, I tell the client that I really wish he would not carry through with his ideas. Yet, the client is made fully aware that the decision rests totally with him. In the following transcript, I discuss plans for running away with 16-year-old Ed, a relatively mature and independent young man. The likelihood of his running away had been considered carefully and seemed very real!

Ed: I may come back in a few weeks or so; I don't know. Probably depends, you know, on what happens, what I find.

Counselor: I guess I've been sitting here with a lot of things going through my mind that I need to share with you, Ed. Most of it boils down to fear, I suppose.

Ed: (Interrupting) I'm not afraid.

Counselor: I know that; I wasn't even trying to imply that. It's my own fear. I can't make up your mind for you, and you know me well enough to know I'm not going to get anybody to try to stop you. (Pause) But I always get scared when I think of somebody out on the road alone.

Ed: I've been hitchhiking since I was twelve. There's no hassle.

Counselor: I'm not doubting your ability to get along. I guess I know you well enough to know you can make it. It's just that there are so many things about these deals that bother me. So much of it is unpredictable. I don't know – maybe it's just my own insecurity talking.

Ed: Yeah, well look, I'm worried about a lot of things, too. But I can . . . But anything's got to be better than staying around here, shit.

A second measure is taken with those clients for whom running away seems to be a very real possibility. I ask the client to keep in touch with me by letter or collect phone call, in the event that he should actually leave home. In turn for this consideration, he is not obligated to give me his location. I also promise not to divulge any information to others unless he wants me to do so. (Later in the counseling session with Ed, alternative routes of action having been explored and rejected.)

Counselor: As a friend, Ed, and as somebody who cares a lot about you, I hate to have you try this. But I've got something to ask of you, in any case.

Ed: (nods) Yeah?

Counselor: It would really be important to me to have you keep in touch with me if you should take off. Send a postcard or a letter, and even give me a phone call once in a while. Call collect if you need to. But keep in touch, okay? Let me know about where you are if you do go. This idea of just disappearing scares the hell out of me, Ed, it really does. I'm going to worry a lot. I want to be able to communicate with you, at least. You know, emergencies sometimes come up.

Ed: (nods and shrugs) That's no problem. I can keep in touch. But that's just between me and you. I don't want anybody trying to come and get me. That won't work.

Counselor: I won't tell anybody anything about where you are unless you want me to, okay?

Ed: Okay. (with sincere sound of agreement)

(Note: Ed did not subsequently run away.)

The approaches outlined above have been of great value in those cases where the client has subsequently run away. The attitude has been established on my part that I am not standing in judgment of his action, so he is still free to consult me without expecting to be met with anger. The agreement for maintaining contact with me has been respected in most cases and has been beneficial to runaways in four major ways:

1) Continual support may be provided through the difficult, and usually disillusioning, period of adjusting to a new and rapidly changing environment, regardless of how brief that period may be. Although this is not meant to help the client to "escape" more easily, a counselor's supportive responsibilities certainly do not terminate at the city limits.

2) A very practical link with home is maintained. The client is kept in touch with the ways in which others are reacting to his disappearance, and he is available in case a real emergency should develop. Sometimes the panic of the parents is so surprising to the client that he soon returns to alleviate their pain.

3) The counselor may act as the person who gently makes the client aware that he wants him to return. The fact that someone expresses this desire may relieve some of the fear that his return will be a sign of personal defeat.

In a sense, I am usually saying, "I would really like to talk with you here and keep trying to work things out." Most runaways want very much to be talked into coming home.

A high school senior named Phil had been threatening to leave home for some time. I had shared my feelings with him and had talked about keeping in touch, just in case. Just when things were looking more settled in his life, he suddenly decided to run away. His alarmed parents reported this to me one morning, and we kept in touch throughout the day. There was no word from Phil. Then, at about 11:00 that evening, Phil called me from a major city several hundred miles away. He was crying as he said, "I'm in ______ , and I don't know what to do." We talked over his fears, and I assured him that I was with him and would help. Since he was tired and hesitantly wanted to come home, I asked for his permission to contact his parents. After a few phone calls with Phil and his understanding parents, he was boarded with family friends overnight in the city and returned home by bus the next day.

4) The counselor may become the liaison between child and parents for the return. Most of my runaway clients have come to me first upon their return, looking for help in going home. Such a crisis often provides an ideal time for honest communication of ideas and emotions within the family. An interested and concerned mediator may be very necessary at this point if anything positive is to be accomplished.

Early one summer morning, one of my former clients, Adam, age 15, appeared at my house. He had not been

Photograph by "Arnold"

home in two days, after having walked out of an argument about the amount of freedom he was allowed to have. He was determined to come and go as he pleased, while his mother argued that she wished to establish rules of conduct, including curfew hours. Adam had been wandering from friend to friend for 48 hours, and now wanted to go home. He was afraid of his parents' reaction, however, and felt that the conflict over freedom still required resolution. Following a lengthy counseling session in which we explored a multitude of feelings and alternative sets of action, it was agreed that I would telephone Adam's mother and pave the way. She was relieved to know her son's whereabouts, and because of her despair, was prepared to talk things over. The encounter later that morning between Adam and his mother—with myself acting as counselor—was at times tearful and loud, but the result was increased awareness and acceptance of one another as people. In fact, a compromise agreement eventually grew out of the new understanding which helped produce more harmonious relationships in Adam's home. There was never any need again for running away.

I've outlined some methods that I have found useful in counseling potential and actual runaways. In some respects, these methods may be considered controversial. As always, it is the counselor's responsibility to evaluate individual cases and to determine which approaches will be in the best interest of each client.

I also feel that I can sound two hopeful notes. First, no matter how elaborate the runaway's plan seems to have been for staying away for a long time, it is usually safe to trust that he will communicate with home or counselor within 24 to 48 hours after he has left. Secondly, although running away may be an extremely anxiety-provoking experience for all concerned, I have found that the long-term outcomes are usually positive. From the moment the voice on the other end of the telephone line says, “I”m scared and I don't know what to do now,” it is the counselor's responsibility to facilitate as positive an outcome as possible. ■

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Gimme Shelter

Approximately half a million young Americans run away from home each year. Instead of adventure or escape from parental and personal pressures, many find a road that leads to drug addiction, crime, and prostitution. In Miami, Fla., for example, the average age of a prostitute is 18, and more likely than not she's a runaway who is using sex as her means of survival.

In an effort to help runaways, Rep. William Keating (R., Ohio) has introduced a bill to provide assistance to local and state governments for the growing need of runaway youth.

It proposes the establishing of runaway houses to provide shelter, counseling and medical help, and a means of solving problems that motivated the teenagers to flee in the first place.

“Such houses,” Keating explains, “could follow the lead of such established places as Huckleberry House in San Francisco, The Bridge in Minneapolis, and Runaway House in Washington, DC. Only the bare requirements of shelter and welcome would be provided, and the houses would be required to contact an entering youth's parents within 36 hours of entrance, and respect the rights of parents according to the law in the parents' jurisdiction.”

Underground Soundings

"I am convinced no free people with a rudimentary level of technology will be content without their comics page. Free people have hopes, fears, dreams, fantasies and forbidden thoughts which they will not suffer to see extinguished, and this is the proper and traditional role of comics – to indulge people's fantasies. Find a culture without comics and you'll find a people firmly under the grip of a tyrant. Even there you'll probably encounter graffiti, the oppressed man's humor."

–Jaxon
Infinity Four
Los Angeles Free Press
February 9, 1973

What a terse statement of American philosophy in practice! Theoretically, we pride ourselves on our diversity and multi-ethnicity; yet our practice often belies these principals when we seek (nay, demand) what may be unnatural agreement on our moralized view of how things should be. We have a very difficult time accepting the divergence in viewpoints and practices that may be the lifeblood which keeps us from stagnating in a monolithic world view. And why shouldn't we have trouble coping with diversity? Look at our system of public education, a foreboding monolith of compulsory education; certainly, a reinforcer to us for accepting a "right" way of doing things.

"The schools are society's major tranquilizer, and the motto is "sit down and shut up, or get out."

But look at what happens when a student tries to get out:

"It is one of the curious anomalies that the students the school have turned off or driven out are the ones the truant officers pursue most diligently, especially if the 'drop-out' has the nerve to choose an alternative school or street academy."

While we say we believe in the right to an education, the initial violation committed by the schools is to deny this right – through compulsory curriculum, lock-step progressions, and almost blatant disregard for relevance to human needs: intrapersonal, interpersonal, developmental, and meaningful career exploration, to name a few.

Then we must figure out how to make the changes necessary for the survival of a kind of society that we have never had, but which we nevertheless say is the American Dream. So we must – as we often must – change the law. We must challenge the existing laws to allow real alternatives to public school education to exist. We need diversification, change and challenge; we need "schools" that students *want* to go to and that a parent can exercise choice in. In time, these alternative efforts may become the new public schools of America.

Once again, the belief is reaffirmed that the strategy to follow for this massive educational change is to parallel the present system of public education – with the creation of alternative learning institutions which, through their successful functioning, force the present educational system to reassess its effectiveness in educating students in a true learning (i.e., non-compulsory) environment. As Plato eloquently stated, "Knowledge which is acquired by compulsion has no hold on the mind."

Possibly, the greatest change between the present public school system and an alternative learning environment would result from the focus of change. Whereas the former seems to emphasize teaching what the world is about or what it has been or could be, the non-compulsory and alternative approach struggles with setting the stage on which the actors (students) can grapple with how to put together for themselves their own world view.

[Public school focus] Civilized people look to their friends, to the State, to their parents, or to something which college-educated folks call " the socioeconomic structure," to presumably find out what the choices are. Public schools, for example, appear to be teaching kids that the choices available are the choices which the State-Corporate Structure-Establishment has to offer, and what education is about is learning what these choices are and where you fit in best, where you can "realize your full potential." And a few people really do fit in! But damned few. The public schools then, are the proselytizers of the State-Corporate Structure-Establishment. The myth is that they represent *all* the possible choices, when the truth of the matter is that they represent only *one* possible choice.

Contrast this perspective with the focal concern of an alternative learning environment. The Antiguru would say:

"If you follow what I say because the spirit with which I say it moves you, or because you are at the end of your own apparent repertoire of choices, and if what I say here suggests a path to follow that relieves you of the pressures of searching, then you are learning to be my victim. But if something I say swells a space within your inner self, understand that swelled space is yours, not mine, and you have no more need of me."

Of course, teachers play a very different role in the alternative educational experience:

Teachers need to have more faith in that dynamic need to understand that a school is a society, a community, and when you introduce a thing to one member of the community it is like dropping a pebble into a pond – if you can excuse an overworked image. The idea will ripple through the whole community. It's never a direct line, one-to-one trip, though, the way

"If you don't like it here in America, why don't you go back where you came from?"

thousands of school books and testing programs make it out to be. It's a gradual building and expanding process, and most of the time it's virtually impossible to follow the course of any new things that you introduce to the community. Traditional education asks us to treat kids like computers: like when you flip the yellow switch, the yellow light should turn on. But people aren't that way. In a classroom you've got to learn how to connect with the collective unconscious of the community which it is. And you're very seldom there to see the lights turn on—and when they do they're entirely different colors than what you expected. Which is where you find the excitement of being around a school. The point is that you have to *allow* it to happen. You cannot *make* it happen. And the former is far more difficult than the latter, a lot more work.

outside the net
"Gurus are a dime a dozen"
#6, pp. 2.3.5

Another area of great concern in education today is the feeling of alienation expressed, often non-verbally by students and other participants throughout the educational system, public and private, formal and informal. Rather than serving in the role of reflection, analysis, and inquiry into fundamental questions of life, our schools instead serve the great and alienating god Technology, by making their yardstick the meta-god "efficiency." Although alienation becomes apparent in the purposelessness people find in their work, their families, and their lives, our educational process seems to mis-focus on the products, *credentialed* students. Of what use is it to be credentialed when your ability to cope with life's ambiguities and paradoxes has not been utilized or sharpened?

A necessary but not sufficient step toward de-alienation is to recognize the common dilemma of alienation and its by-products of emptiness, anguish, and melancholy. One is taught to believe these states of depression are symptomatic and individual problems. It is only in repeated social situations of openness that one discovers the near universal nature of this "maladjustment," suggesting that the order, structure and assumptions of the group are sick, not the individuals.

Classes could serve as a means of de-alienation by modeling a non-alienating micro-society; they could raise students' consciousness by: (1) nurturing self-trust and self determination, as opposed to an addictive reliance on remote authority; (2) identifying "individual" problems for what they are—societal problems; and (3) developing an action-oriented analysis to throw off the restrictive, repressive conditions of modern life.

Essentially, the struggle to free oneself from all kinds of alienating forces begins by doing—actively doing something, after analyzing what the present situation is. What you do may be less important than the fact that you *decide* to do something and carry this action into operation. For, it is far easier to talk about the problem of alienation than it is to accomplish some form of de-alienation. Allowances and tolerance are musts in order to foster the dynamism between planned and unplanned actions.

It is unrealistic to think that a teacher is going to show up for work Monday morning with a full-blown plan of self, class, and institutional liberation from oppressive, bureaucratic forces. It is equally unrealistic to believe that because that same teacher has made a rigorous, rational analysis of needed changes and that because those changes are humanistic and worthwhile, they will somehow come into being. Since the teacher isn't likely to make the revolution Monday morning or have his or her wishes fulfilled by just waiting and wishing, something else has to happen. That something else has a lot to do with being acutely aware of everyday contradictions of the expressed and the actual reality.

The advocated change, here, is to turn around the present educational practice of "present and question," to allow schools to become freed up to ask questions and face the dilemmas of new problems.

"Schools must be freed to allow people to think."

outside the net
"De-Alienating Education"
#6, pp. 27-29.

So how do you go about planning a curriculum to entertain the "question and then present" approach? You don't, really, because creating plan involves investing your ego; and when the students don't follow your plan, you become frustrated with them and angry.

Instead of planning a curriculum, set your energy toward creating a relaxed environment:
- Nonauthoritarian, non-teacher-centered, child-centered classroom
- Minimal expectations of children
  a. They don't have to sit in chairs but can move freely from work space to work space
  b. There are no tests, nor is one child's achievements ever compared with others (i.e., "Johnny is the second best reader in the school.")
  c. Boundaries of action are clearly defined to the children.
  d. Time schedules are cut to an absolute minimum
- Provide kids with good stuff to work with

The teacher's job, then, is:
- Stay out of the children's way (very difficult)
- Define the boundaries of action
- Keep the classroom shelves stocked with new and interesting stuff. But don't get the idea that it's easy. This kind of teaching is much more difficult than being an authoritarian.

Lifestyle!
"No More Public School"
December, 1972

Action Boundaries. The attempt here is to discover the boundaries or limits which work best for everyone and then create an effective means of dealing with them. Each rule is a contract between the child and the teacher and between the child and other children. For example, "The rule is that you can't throw books. If you break this rule, you will have to leave the book space and play somewhere else." (The rule is stated in this way to the students.)

Learn by Doing. Both students and teachers are in an environment where they learn by *doing*. The support given this approach comes from valuing highly the activities that are done. Then, there are no right or wrong answers—for students or teachers. Once the classroom environment is set up and the basic principles of setting action boundaries are understood, the teacher learns to handle the classroom by being present, daily.

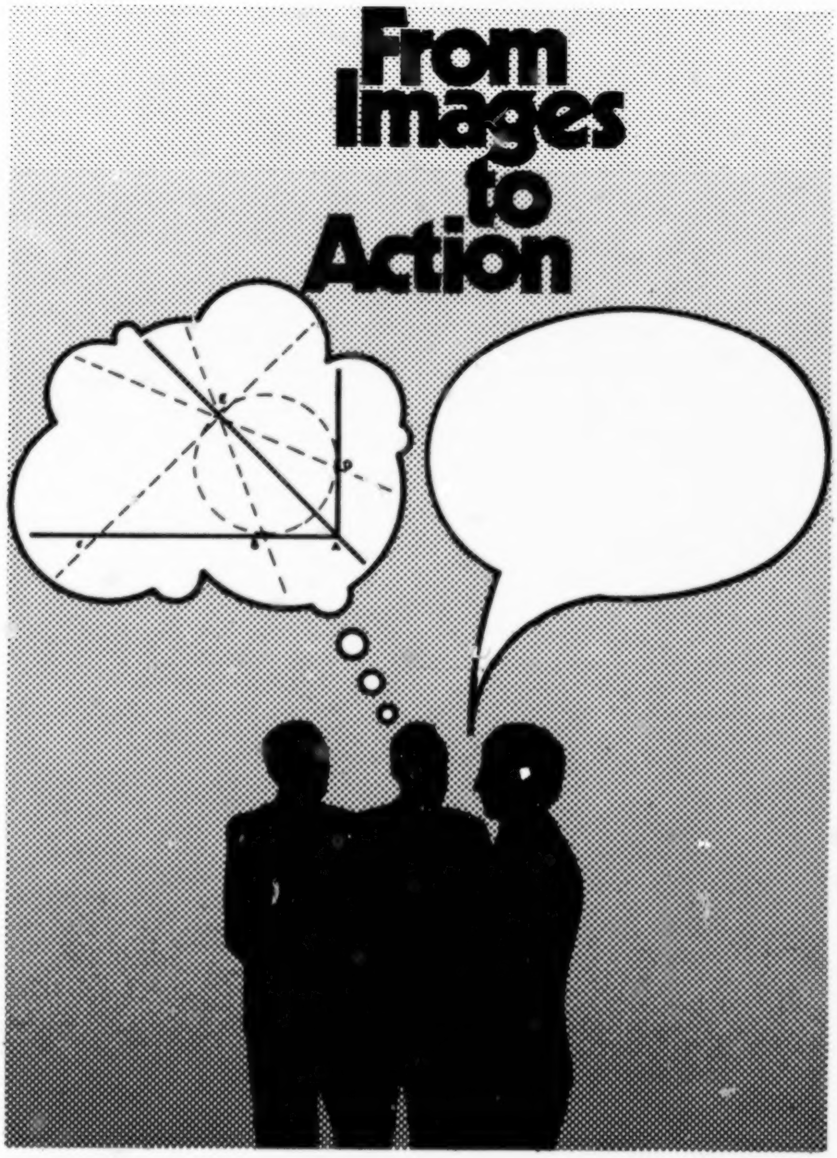
How does it work? Recognizing that there are limits, it is necessary to make them clear from the start. Also, teachers will have to relinquish the traditional role of *master* and take on the role of *facilitator*. This role shift involves a change in relating from a vertical posture to a horizontal one. Finally, work at creating an environment that encourages experimentation and risk-taking and does not measure results in terms of "success" and "failure" but rather in terms of autonomous decision-making and operating.

In summary, five issues have been touched upon. (1) Is diversity of perspective a strength or a weakness? (2) Can there be such a phenomenon as "compulsory" education? (3) As a teacher or helper, do you *make* things happen or *allow* them to happen? Can we de-alienate education by first asking questions and then presenting our information, rather than the reverse order? and (5) As a teacher, do you create a supportive environment or a curriculum to foster student learning?

These questions touch on several of the educational items important to writers in the underground publications cited in the text. Probably, some of these issues coincide with your own existential experiences.

MAY YOUR SPIRIT IN THE CHALLENGE
BE SUSTAINED!

From Images to Action



Throughout this and previous issues of *Impact* we have tried to provoke your interest, light a spark, get you involved, and above all, orient you to action. We feel that many of the ideas, opinions and resources we have presented are crying for action. Perhaps our input has led you to clarify some of your ideas and priorities—perhaps you share ours—it really doesn't matter, it only matters that you feel involved, interested and want to take action. The keyword is change—you see how things are; you want some alteration, some growth, or the opportunity to introduce an innovation. This, however, is never easy in any setting, be it in a classroom, a school, a school district, or a community. Change and Change-Agentry have become increasingly important areas of study and interest. Many counselors are taking course work and participating in workshops designed to show them ways of initiating change. The bull in the china shop approach is not the way to proceed.

In *Toward a Humane Society: Images of Potentiality*, Robert S. Fox, Ronald Lippitt and Eva Schindler-Rainman discuss six ways in which to move from images (ideas) to action (ways in which to initiate thinking about and planning for change). These are basically structured techniques and we shall look at two of them in detail. We feel that these two techniques are particularly adaptable to the setting in which you, our readers, function. In keeping with our practice of providing useable, adoptable information, we are pleased that the authors have given us permission to reprint this section of their paper in sufficient detail for you to make use of the techniques they discuss.

From Images to Action Planning and Commitment

The first technique, designed to be used in a three hour conference session, is a structured approach using small groups. It enables the groups to work on images and action plans of their own choosing.

This approach is based on a series of assumptions: 1) that people who are interested in and who will be affected by decisions for action and commitment should be involved in the making of such plans; 2) that images which lead to action must be realistic and do-able; 3) that projecting images and planning for action are more realistic and useful if they are based upon an understanding of societal trends; 4) that people need to project toward something, rather than focus on getting away from pain or problems. (The latter leads to feelings of depression and impotency, while the former maximizes hope, possibilities and potentialities.); 5) as people work, talk, and brainstorm together they build on each others' ideas and increase their usefulness; 6) that an important way to enlarge the range and scope of problem solving is to seek a variety of alternatives, both images and action ideas, rather than to focus prematurely on one idea alone.

Illustration

A group of approximately one hundred community persons, volunteer and professional, are gathered to make some plans for humanizing their community. These people come from all the sub parts of the community—recreation, education, religion, health, welfare, business and industry, public safety, the arts, politics, mass media. Persons identified with each group sit at a table for eight or ten persons. Thus, there are ten tables of eight to ten persons each.

1. All groups are asked to take a leap forward in time. This leap can be as short as six months or as far forward as five years hence. Either each group can make its own decision about the length of time, or the moderator can indicate it. Instructions might be something like this: "You are floating above your community in a helicopter. You have perfect vision of all that goes on below you. It is now two years (or whatever length of time you choose) hence. As you look at your 'bailiwick', your area of work, what do you see happening that makes you pleased with the progress that has been made?"
2. At each table, people are now asked to "brainstorm" in the present tense all the images they see. The rules for brainstorming are: list all the ideas

This excerpt from the newly published book, *Toward a Human Society: Images of Potentiality*, by Robert S. Fox, Ronald Lippitt, and Eva Schindler-Rainman (Cushing-Malloy publishers, 1973) is reprinted here with the authors' permission.

anyone has; do not discuss them; do not judge them; if ideas are repeated, just list them again. If a period of quiet occurs, wait; often the best ideas come after the quiet time.

3) Images from each group are written on large pieces of newsprint paper with felt-tipped pens. The sheets from each of the ten groups are posted on the wall with masking tape so everyone can wander around and see the other groups' products. Let us take a look at some of the images projected by the Education group: older children are now teaching younger children as a regular part of the teaching-learning function; administrators, teachers, other adult helpers, parents and students participate in all school committees from curriculum planning to recreational planning; a Community Resource Inventory includes the names of over 100 community people ready to teach in their areas of expertise; volunteers are now members of the teaching team in each elementary classroom.

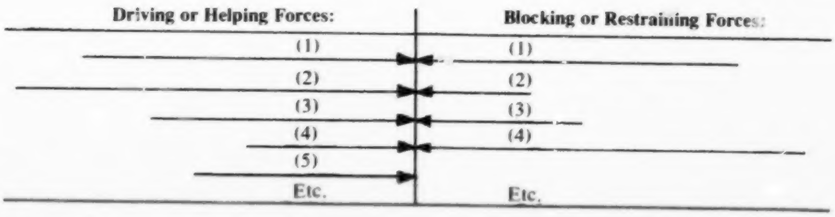
4. The groups are now asked to star the two or three items they would most like to help happen. The Education group decides to give priority to the last of its images listed above; that is, there are volunteers on every teaching team. They really want to help this to happen.

5. They translate the image into the following goal statement: "To include volunteers as a part of the teaching team in every elementary classroom. Each of the other table groups does the same thing for the image they have decided upon.

6. The next part of the process is built on Kurt Lewin's force field theory. All groups are now asked to list all the things—all the driving forces that are presently in the picture—that they know will help them reach the goal, and all the things they know will be blocks or restraining forces to reaching the goal. The Education group's list looks in part as Follows:

Goal: To include volunteers as a part of the teaching team in every elementary classroom.

Helps—Driving Forces	**Blocks—Restraining Forces**
1. A list of volunteers who are ready and available can be secured through the Voluntary Action Center	1. Concern by some teachers that volunteers are not dependable
2. Fifteen teachers are now working with volunteer aides and they like them	2. Lack of skill in the recruiting of the "right" volunteers
3. Many of our elementary school principals support the idea of using volunteers	3. No training plan is available for volunteer training in our district
4. We can get evidence of success experiences from other school systems	4. Professionals feel threatened in their position
5. There is a societal trend toward greater volunteer participation	5. Etc.
6. Etc.	



7. Now the groups are asked to make sure they have listed *all* the driving and restraining forces about which they know. Next, they might be asked to indicate the strongest restraining force. If there is time, groups can be asked to indicate the strength of the forces on a force field, thusly:

Goal: To include volunteers as a part of the teaching team in every elementary classroom.

The arrows are numbered to correspond with the numbers listed as the forces that were written in the original forcefield.

8. As groups analyze the strengths of the forces, they have the following action choices: take the strongest restraining force and brainstorm all the alternative action steps they could take to remove or diminish that force; strengthen the strongest driving forces by brainstorming all the ways to do so; combine strong driving forces; reverse a strong restraint into a driving force (this is sometimes quite possible); remove some restraining forces, if possible; create additional driving forces. The best payoff that will affect many forces in the field is to work on removing or diminishing the biggest block in the way of achieving the goal.

The biggest block indicated by our school group is No. 4, namely, that "professionals feel threatened by volunteers." So the group now brainstorms all the action alternatives available to decrease the threat of volunteers to elementary teachers. Their list includes: conferences between teachers who have volunteers and those who do not have volunteers; a one day conference in each elementary school to plan all the ways volunteers could help there; a presentation at each school on the value of volunteers; a city-wide institute of present and potential volunteers, elementary teachers and principals.

Variations

Some variations on the use of this images of potentiality procedure are possible. For instance, at the beginning, persons can be asked to do individual brainstorming first with a focus on self. The instructions might be: "As you look down from your helicopter one year hence, what are all the things you are doing in your job that make you pleased with your progress?" Then individuals in a group can share these. Or they can be placed in trios to share and help each other decide which of the images to work on. They might each want to work on their own, with consultative help available from their group. Or, they may have one image in common they would like to work on together.

The imaging technique can be tailored for individual use, or for producing organizational or total community images. Sometimes groups can only work on one variety because of focus and time constraints. Sometimes people can be divided according to their choice of individual, group or community imaging; or such options can be assigned by the leader.

Another variation is to have groups create the image they want to work on and then brainstorm all the action alternatives first. They then do a force field by selecting the best action step they have identified and list all the forces that will help or hinder their progress. Finally, they decide who else they need, and how and when to start taking first steps toward the goal.

As you can see this is a flexible, do-able process. It needs to be and can be tailored to fit your needs.

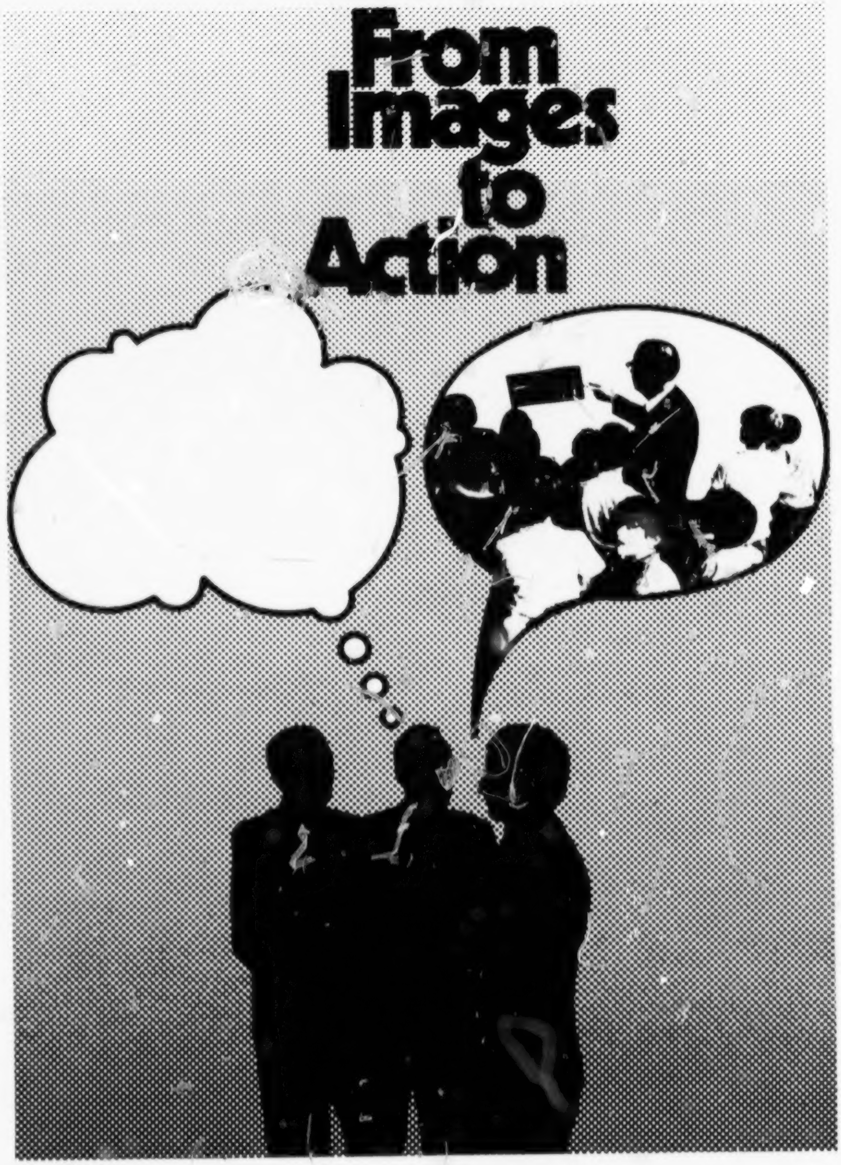
Image Simulation

Sometimes a group is so pre-occupied with the pressures of the here-and-now situation, or so encapsulated from what "is going on in the rest of the world," that they have a very difficult time getting started on the task of projecting themselves into the future, or of visualizing activities very different from those with which they are most familiar. In such situations it has been found helpful to provide a model by demonstrating what the "helicopter ride" would be like! Here is a summary of the flow of one such situation. The group was a population of 80 school administrators and teachers from a somewhat isolated school system, rather uptight about change.

Orientation

"In order to find the goals we want to work toward in the improvement of our educational community, we need to be free to project ourselves into the future. We need to visualize very concretely what would be going on, and what we would be doing, that would make us feel pleased with our progress since September, 1972 (the time of our meeting). Jumping ahead in time like this is not a very easy thing for many of us. In order to help all of us get warmed up to the idea, and freed up to take the risks of being as imaginative and "far out" as we'd like to be, let me stick my neck out first. Let me try doing out loud what I'd like each of you to do privately on scratch paper in a few minutes."

"I'm going to have my helicopter take me ahead two years so I can make some observations of the progress being made in School District X, which pleases me very much since I first started to work with the district. I'm going to look down and see everything that is going on—and I will be able to hear everything people are saying to each other, and even sense what people are feeling and thinking. And I'm going to describe as concretely as I can, what's going on, or what has come to pass, that pleases me most. This is not attempting to predict what *might* happen. I am in the future making value judgments about what I like."



Modeling Evaluative Observations in the Future

"Here I am, on September __, 1974, looking down on the beehive of activity of School District X. Here are some of the things I see happening that please me:

In the high school I can see over half the students electing an Applied Behavioral Science Lab course, doing field work as educational helpers in elementary school, and involved in one community improvement project. I can see a fifth grade where on the wall at the back of the room is a set of ditto sheets about the skills and resources of each child in the room, under a label that says, "Who Is Good at What Around Here." The students are actively using this directory, seeking each other out for help as it is needed.

I see students, teachers, administrators, and parents sharing the governing and operating of each of the schools in the system. I see a fall School Improvement Institute which includes both teachers and parents. I'm seeing students reviewing a large variety of mini-courses and consulting on which opportunities might be most appropriate for them.

I see the superintendent meeting with other key agency and organizational leaders who comprise the Educational Community Coordinating Committee. On their agenda today is "Working Together to Reduce Drug Abuse."

I see the Task Force on the Human Resource Directory meeting to decide how to update and add to the Directory compiled last year and available in every classroom, as well as to other groups in the community. (This is a directory of talents, interests and abilities of people in the district who are available to help youth.)

Getting Everyone Into the Act

"Well, so much for a few of my observations. Some of you might not feel that some of my observations would represent progress at all. There are certainly no rights and wrongs here. Each of us now can have the fun of expressing our own values about good education. Will each of you now take a trip ahead—one year or two, whichever you choose—and look down on your school district and make observations of things going on that please you very much with the progress that has been made. In about fifteen minutes you'll have a chance to share, if you wish to, the images you are most excited about with your table mates (tables of six, heterogeneous groups from the school system). And each table will select the images they most want to share with the rest of us."

After a silent writing period there is a period of sharing. Each table is asked to appoint recorders to write on the newsprint sheet at their table the three to five most exciting or important "images of potentiality" the group has generated.

Moving Toward Goal Selection

The sheets from each table were posted on the wall and everyone read them during a browsing period. Each person, as he read, checked three to five images he or she found most important. The ten images with the highest priority were immediately identified and became the focus for forming new interest groups. Everyone could choose to go to whatever group he wanted, and anyone who felt his priority was being left out, could form an additional group (of two or more) with help from the consultant in "advertising" for members. For example, the priorities included "a student-faculty-parent-administrator Governing Council" and "every student involved in teaching younger ones."

Formulating Goal Statements and Starting to Plan

Each "image group" now formulated more fully an "image of outcome" statement as a goal. One group was too large and split into two groups. One outcome statement read "Teaching teams include older students, parents, older persons as volunteers, led by and trained by a master teacher and two paid teacher aides."

Then, with briefing from the consultant on the rules of brainstorming, each group brainstormed all the ideas for action they could think of for moving toward their goal.

Selecting Means; Diagnosing Action Strategy

Each group then identified the criteria they would use to select the preferred alternatives for action (e.g., feasibility, skills required, risks, etc.), and tentatively selected a course of action to be tested. The consultant then helped the tables use Lewin's force-field analysis procedure to diagnose the potential barriers to be coped with and facilities to be utilized in moving into action.

Moving into Action

The final phase of this meeting consisted of the formation of volunteer task forces that wanted to start action in their own communities toward the particular image. Making commitments to first steps, next meetings, plans for involvement of others, etc., were part of this moving into action plan.

Note on Consultant's Start-Up

Quite a few of the consultant's original images were used by individuals in their own initial image trips, and some of them were adapted as table priorities, but these original warm-up images were not the dominant priorities in the work of the tables. Many comments by participants attested to the help they felt they had received through being stimulated and freed up to use their own imaginations by having examples of "what this going into the future is really all about."

The two techniques described and discussed above can certainly be utilized in a variety of settings and with a diversity of areas of concern. They require a minimum about of material — large sheets of newsprint, felt tipped pens, masking tape, tables and chairs. And remember, you already have the other resources you need — the people you are working with. In addition to being highly adaptable, these techniques also require a minimum of preplanning in terms of rigid requirements, data sources, etc. Lastly, their length can be regulated in order to use them in a specified amount of time; this makes them particularly useful for in-service days or even evening meeting use.

"Blueskying" can be an enjoyable, worthwhile and mind-expanding experience, however, it needs some commitment to action in order to be truly meaningful. Utilization of the techniques discussed above are certainly excellent ways to start moving from images to action. ■

Youngsters to Learn Parenting

"Education for Parenthood," a course for high school students, is being introduced — with the blessing of the federal government — in over 500 public schools throughout the US this fall.

Its premise is that parenting, to be effective, should be cultivated rather than fallen into. The need is urgent because youth marriages have become commonplace in American life. The teen-age divorce rate is three times the national average. Last year 210,000 girls aged 17 and under gave birth. One of every ten school-age girls is a mother, and 17% of these have two children. Few have had any preparation for their responsibilities.

Comments US Commissioner of Education Sidney P. Marland Jr., "We insist plumbers have four-to five-years training before they put a wrench to a pipe, yet we have no system at all for the single most important role of parenthood."

The Office of Education and the Office of Child Development, both of which are agencies of the Department of Health, Education and Welfare, are cooperating in launching the program. They've also been running pilot programs of their own for the last year in schools in Boston, Mass., and Houston, Tex. A model curriculum created by the Education Development Center in Cambridge, Mass., has undergone field-testing and has been designed to operate along these lines:

- Both boys and girls will learn how to become better parents, not by memorizing rules and techniques, but by actually learning to see the world through a child's eyes.
- Students will explore various aspects of child-rearing — physical, psychological and emotional — as well as the role a parent plays in the child's development.
- Students will gain practical experience by caring for children 3 to 5 years old. Field sites will include child development labs set up within the schools, as well as child care centers, pediatrician's offices, Head Start programs and others.
- The one-year credit course in Grades 7 through 12 will combine classroom activities and field work. There will be no marks given, and school administrators will be free to blend the program into their curriculum however they think best.

Altogether, about $2.25 millions have been ear-marked over the next four years. But schools won't receive direct grants. Most of the money will be spent in helping schools to set up the programs, by finding expert personnel, providing materials, locating day-care sites, giving technical advice and other assistance. Finding the means to implement the actual programs will be up to the schools themselves.

Of the 500 schools that are introducing the program in the fall, 200 will follow the model curriculum of Education Development Center called "Exploring Childhood," while 300 will be encouraged to create their own programs modeled on those of Montgomery County, Md. and elsewhere. If all works out as expected, parenthood training may eventually become an integral part of the American school system.

Consultations

Dear *Impact,*

I am interested in obtaining information about resources that are designed to facilitate the social and emotional development of children in the lower primary grades. After assessing the current status of our curriculum, our teachers, guidance personnel, and administrative staff seem to be in fairly close agreement that our program is somewhat weak in the area of personal development. Thus, we would like you to recommend a package of materials and activities which can be utilized by classroom teachers. Thank you for your assistance.

Elementary School Counselor

Dear **Counselor,**

In recent years we have seen an increased emphasis on providing school experiences that focus on the affective development of students; this is especially true at the elementary level. A variety of materials and exemplary programs have been developed. An excellent sample is a program designed by Don Dinkmeyer entitled Developing Understanding of Self and Others (DUSO). This consists of two kits, DUSO kit 1 appropriate for kindergarten and the lower primary grades and DUSO kit D-2 appropriate for upper primary and grade 4. These contain planned activities and accompanying materials designed to stimulate social and emotional growth and can be readily implemented by classroom teachers.

The D-1 program, which is geared to the grade levels you expressed interest in, contains activities for an entire school year and is organized around the following eight themes:

- Understanding and Accepting Self
- Understanding Feelings
- Understanding Others
- Understanding Independence
- Understanding Goals and Purposeful Behavior
- Understanding Mastery, Competence, and Resourcefulness
- Understanding Emotional Maturity
- Understanding Choices and Consequences

The program is presented in a teacher's manual containing general guidelines for presenting the various types of activities as well as specific guidelines for individual day to day activities. Each group of activities is approximately one week in length and consists of a problem situation, a story, a role playing activity, a puppet activity and a list of supplementary activities and readings. One of the major elements in the program contains theme centered stories aimed at stimulating thinking and discussion about the characters, their successes or failures, and the reasons for their actions. These are presented in two story books as well as on records or cassettes and there are a variety of posters emphasizing the main points of the stories as well as recorded unit theme songs for the supplementary activities. Another major focus of the program is the puppet and role playing activities. These are designed to involve children in creating and dramatizing real life situations that they may encounter. These activities are presented on puppetry and role playing cards and a variety of puppets and props are included.

The DUSCO activities make extensive use of listening, inquiry, discussion and role-playing approaches to learning and the wide variety of materials and activities provided allows each teacher to select the approach which seems best suited for his or her particular group of students. Further information on this program can be obtained from American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota.

Impact

Do you have a problem you can't quite get a "handle" on? If so, why not write it up and let *Impact's* panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, MI 48107

Dear *Impact,*

As is probably the case in many school districts across the country, we face the problem of a shortage of guidance personnel. Funds will not permit us to hire any new counselors and as an alternative we are considering employing paraprofessionals. Some of our staff are definitely in favor of utilizing support personnel while others believe that such positions will create more problems than they will solve. Since there seems to be much disagreement on this issue we would like to know your views regarding possible positive and negative consequences of using paraprofessionals in a guidance program. In addition we'd like some references to programs and practices in this area. We're much obliged for any assistance you can offer.

Unsure

Dear **Unsure,**

In recent years we have witnessed an increasing amount of literature supporting the utilization of paraprofessionals in guidance programs. With the continually growing demand for additional personnel in education and the helping professions, one of the major arguments in favor of the employment of paraprofessionals is that they provide counselors with help in those areas of work which do not require specific professional involvement. Since many counselors feel that they spend too high a proportion of their time performing duties which could be handled by staff with special skills but less training, non professional personnel can contribute much to relieving counselors of various duties. For example as presented in the ACES report, *Support Personnel for Guidance in the Schools,* the following tasks in the area of educational and occupational planning are considered appropriate for paraprofessionals: maintaining a file of occupational literature, securing follow-up information of a routine nature according to a general follow-up plan, and assisting students in obtaining information on financial aid.

A closely related consideration is that once counselors are provided assistance in performing various duties, they will have more time for client contact and the development of additional programs and services. For example, with increased personnel, the counseling staff might be able to devote more energy to working with parents, consulting with teachers, or meeting other guidance needs. Another major argument is that support personnel are more likely to be indigenous to the surrounding community than are the professional counselors. Consequently, they may have a greater understanding of the clients' life style than the guidance worker and may be better able to relate to certain clients than the credentialed counselor. In addition, an aide who is representative of the community can perform the extremely useful function of reducing the gap between the neighborhood and the school by interpreting the values and particular needs of the community to the professional and thus help establish a greater degree of communication and understanding between the two institutions. Still another consideration, especially in urban areas where unemployment is high is that the development of paraprofessional positions can offer a new job market to persons seeking work and can provide a new opportunity structure that would enable poor people to enter the mainstream of society.

Despite these definite advantages, varying degrees of caution do appear in the literature regarding the introduction of support personnel into a guidance program. One of these potential disadvantages is that the use of paraprofessionals can cause defensiveness, resentment and resistance among some members of the school staff. This often reflects the professionals' belief that the use of support personnel will reduce counselor status by lowering standards and diluting professional services. This can contribute to a poor relationship between the professional and non-professional staff. Thus, it is critical that the functions of paraprofessionals be recognized as complementary to the duties of the professional rather than in conflict or competition with them.

Another related disadvantage is that support personnel might further contribute to the confusion of the role of counselors and guidance specialists. Since the use of support personnel in pupil services is a relatively new concept, specific roles and functions have not been clearly defined; there is a definite need to clarify the various ways in which such personnel can be utilized to strengthen existing services as well as to specify the interface between the professional and non-professional staff. Another problem area relates to the supervision and training of paraprofessionals. Counselors often lack the expertise necessary for adequately supervising and training or feel that such duties are too much of a burden on their time. This can have many negative ramifications; the potential promise of a non-professional staff can rapidly wane and this group can become a drain on the capacity of a guidance program. Consequently, an important factor in maximizing the effectiveness of paraprofessionals involves the provision of ongoing supervision and training which assists the individuals in obtaining the specific skills they need to perform the responsibilities assigned to them.

A final problem related to the use of guidance aides arises from the frequent employment of paraprofessionals in dead-end jobs which offer no opportunity for advancement. Working in a job that provides little promise or fulfillment can readily contribute to a lack of commitment and interest and be instrumental in causing high rates of absenteeism. In order to minimize such effects and provide increased opportunities for the poor, it is essential that we work to create career ladders which provide successive promotion steps for aides and assistants as they obtain increased experience and training.

Although the creation of paraprofessional positions can have certain negative consequences, the utilization of support personnel offers many promising possibilities for improving the effectiveness of guidance services. The success of such programs, however, will depend heavily upon the proper selection of persons well-suited to the role; the adequacy of training and supervision efforts; the provision of job advancement opportunities; the clarification of roles and functions of both the professional and non-professional staff; and the development and maintenance of positive relationships between the two groups.

References include:

Bowman, Garda W., and Klopf, Gordon J. *New Careers and Roles in the American School.* New York: Bank Street College of Education, 1968. (ED 027 266 MF-$1.00 HC-$12.95 257p.)

Descriptions of Paraprofessional Programs in Education. Washington, D.C.: National Commission on Teacher Education and Professional Standards; New York: New York University, New Careers Development Center, 1969. (ED 027 259 MF-$0.25 HC-$2.00 38p.)

Humphreys, Paul H. *Paraprofessional Issues: Help Giving, Help Taking and Status, Role and Social Network Considerations.* March 1972. (ED 065 816)

Zimpfer, David; Fredrickson, Ronald; Salim, Mitchell; and Alpheus, Stanford. *Support Personnel in School Guidance Programs.* Washington, D.C.: Association for Counselor Education and Supervision, 1970. (ED 042 066 MF-$.75 HC-$9.80 194p.)

Impact

States Slow to Certify Teachers in Environmental Education

Only one state in 47 indicated the current existence of a separate certification for secondary teachers in environmental education, according to a survey conducted during late 1972 by Dr. Sigmund Abeles, consultant in science education for the Connecticut State Department of Education and that state's representative to the ERIC/SMEAC network of environmental education coordinators.

Wisconsin reported such a requirement. No state indicated a separate certification in environmental education at the elementary level.

One state – Nevada – indicated that an environmental education certification is currently in the process of preparation, while five others did not give a definite response to the question. Seven states indicated that they favored such certification, 23 were opposed, and 17 did not give a classifiable response.

Three states indicated that a separate course or program in ecology or environmental education is presently a certification requirement for "another elementary area," while two made a similar response with respect to "another secondary area." Five states projected the inclusion within the next three years of a separate course or program in ecology or environmental education as a requirement for certification in another subject area, while 33 did not project such a requirement and nine made noncommittal responses.

Dr. Abeles received information from the certification offices of 46 states, plus Puerto Rico. States not responding included Alaska, Indiana, Michigan, and Ohio.

A complete report of the survey will be printed in a summary of state books. Information gathered by the US Office of Environmental Education and reviewed by SMEAC's network of state coordinators for environmental education is scheduled for publication by SMEAC this summer.

EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014. To order any of the ED materials, the following information must be furnished: The ED number of the document; the type of reproduction desired – photo copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate.

Surveyor

by Mary Anderson

This survey is based on the responses of 270 people randomly selected from the APGA mailing list. Seventy-seven per cent of those surveyed returned the questionnaire. Ninety-three per cent of those who returned the questionnaire did not respond to the questions that pertained to APGA involvement. The data reported, therefore, constitutes information collected from only 7% of the respondents.

This issue of Surveyor reports APGA membership opinions on their involvements and feelings about their professional organization.

A 5-point Likert type scale was used to assess the respondents' opinions on seven areas of vital concern to APGA:

- knowledge of options for reorganization of APGA
- APGA's involvement in issues of national concern
- opportunities for women to have significant responsibilities within APGA's structure
- opportunities for counterculture youth to have significant responsibilities within APGA's structure
- whether a move to regional locations will increase the responsiveness of APGA to the needs of its membership
- whether APGA should become actively involved in the national legislation process, to the extent of lobbying in congress for support in critical need areas

1. Are you aware of options for APGA's reorganization?

Significant differences ($p < .01$) were found among members of APGA in two of the three time spans questioned: 0-1 year members gave strong no answers (39%), while 2-4 year members gave partial no or somewhat disagree answers (33%). However, 5+ year members find themselves unable to decide: 26% somewhat agree, 21% are neutral, and 23% somewhat disagree.

2. Do you think that APGA is involved in issues of national concern?

Significant differences ($p < .01$) were found among members of APGA in one of three major time spans questioned: 5+ year members strongly agree (36%). For this item the 2-4 year members were unable to decide: 25% somewhat agree; 35% are neutral; 21% somewhat disagree. Most unique, however, are the responses for the 0-1 year group which report 36% strongly agree, with 34% neutral. It is most important to note that the members initially somewhat agreed that APGA is involved sufficiently in issues of national concern (97%).

3. Are there opportunities for women to have significant responsibilities within APGA's structure?

Significant differences ($p < .01$) were found among members of APGA in all three time spans questioned. All groups somewhat agree that women have significant opportunities: 0-1 year members report 48%; 2-4 year members – 52% and 5+ year members – 54%. Women, APGA is the place to go!

4. Are there opportunities for counterculture youth to have significant responsibilities within APGA's structure?

Significant differences ($p < .01$) were found among all three time spans questioned. All groups somewhat agree that counterculture youth have significant opportunities: 0-1 year members report 52%; 2-4 year members – 68%; and 5+ year members – 52%.

5. Are there opportunities for minority groups to have significant responsibilities with APGA's structure?

Significant differences ($p < .01$) were found in all three time spans questioned. All groups somewhat agree that minority groups have significant opportunities: 0-1 year members report 57%; 2-4 year members – 60%; 5+ year members – 63%.

6. Would a move to regional locations increase the responsiveness of APGA to the needs of its membership?

Significant differences ($p < .01$) were found among members of APGA in all three time spans questioned. All groups somewhat agree that a move to regional locations would increase the responsiveness of APGA to the needs of its membership; 0-1 year members report 57%; 2-4 year members – 57%; and 5+ year members – 58%.

7. Should APGA become actively involved in the national legislative process, to the extent of lobbying in Congress for support in critical need areas?

Significant differences ($p < .01$) were found in all three time spans questioned. It is important to note that all groups *strongly agreed* that APGA should become actively involved in national legislation, even lobbying, in critical need areas: 0-1 year members report 65%; 2-4 year members – 79% and 5+ year members – 76%.

Summary Statement:

With such a limited response to these items (7%), it seems unfair to draw conclusions. However, one can ask if the number of responses might have been greater with APGA members, in fact, more aware of current APGA concerns, as well as concerns of the profession.

To the Teacher or Counselor

The following booklet is intended to be used as a behavior exploration tool for 6 to 10 year olds. Its focus is to help young people clarify their self-concepts.

Most people today recognize the importance of good self-concept, and many of the ways in which it may be developed. Adults can provide positive or negative reinforcement for youngsters – in many instances without being fully aware of what they are doing. These "picture situations" will be familiar to your pupils who have, no doubt, experienced some of them in their own lives.

At no time do we intend to "pry" – we do intend, however, that the situations provide stimuli for discussion. Just as we hope adults can become more sensitive to the impressions their behaviors make on children, so do we hope children can become more sensitive to possible reasons for seemingly "unfair" behaviors on the part of their parents and other adults.

Try to seek opportunities during discussion to focus on the following possibilities:

1. Adults have "bad days," just as children do, when nothing seems to go right, and tempers are short.
2. Adults have many responsibilities – children are one part of them. Mothers and fathers have to do many things (children can tell what their mothers do during the day), and sometimes there isn't enough time for everything. They become upset; sometimes they are very tired, but they can't just stop working and go to bed.
3. Parents often give up personal activities so they can do things for and with their children. Sometimes they wish they could have time for things *they* like to do – but they don't, and so they become tense and upset.

Questions to Ask

1. Do you think things like these could really happen in families where parents love their children? (Children should be able to respond in light of the above focus possibilities).
2. Why do you think parents sometimes do things that make children feel bad?
3. How can mothers and fathers show they are upset with children without making them feel they are "bad"? Could teachers do the same kinds of things parents do to make children feel very good or very bad?

Things to Do

1. Discuss captions and pictures with children, and let them role-play the matched situations, using their own words.
2. Encourage children to create their own matched situations, reflecting things that have happened to them – or friends. The situations might involve peer or classroom activities. If puppets are available, they can be used for illustration by pupils to their classmates, since puppets are less self-incriminating. If puppets are not available, a TV set can be used by cutting out a "screen" from the front of a large carton. Depending on the size of the carton, the "set" is placed directly on the floor or on a table, with pupils performing behind the "screen," thereby gaining a certain amount of anonymity in their portrayals.

Introducing the Book to Pupils

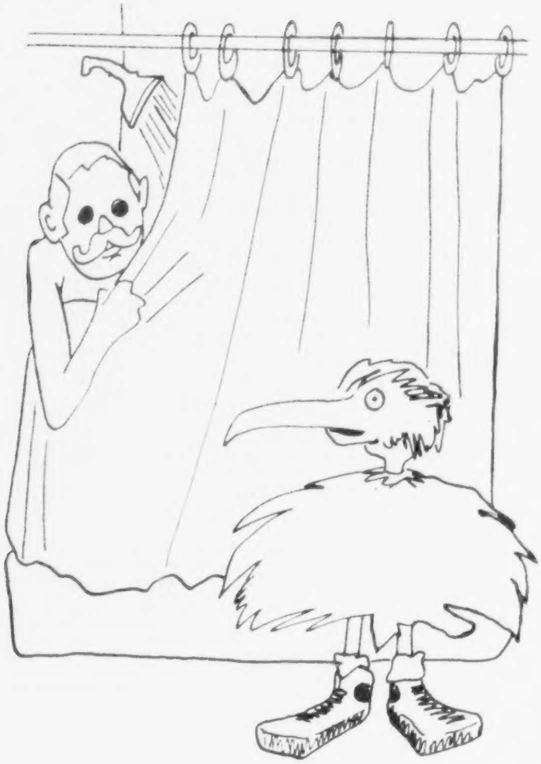
Here is one way you might introduce this book to your pupils: Boys and girls are members of families. They have parents – sometimes they have only one parent. Maybe they have sisters and brothers. Mothers and Fathers love their children. They try to show them that they love them. They try to help their children grow up to be good people. They try – but sometimes children don't agree with what parents are doing.

Let's look at different families and see which ones you would like to belong to. Each family has children about your age. Each also has a baby and an older child. All the Mothers and Fathers love their children. But they do not all do things the same way. Which way do you think is better? Why do you think it is better? To which families would you like to belong?

GRIN OR GROAN

WHICH PARENTS DO YOU OWN?

(A guidebook to Parent Behavior)

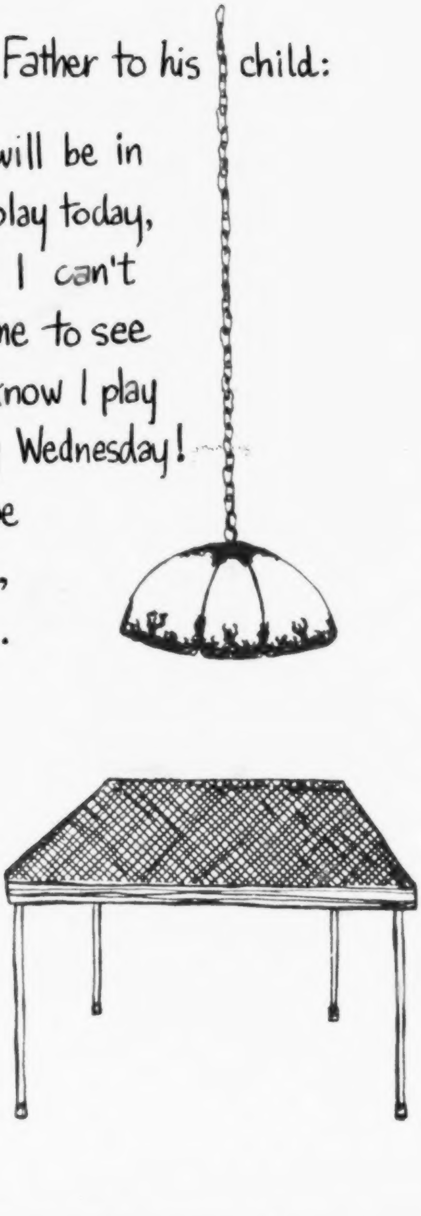


Father to his child:

Today is the day you'll be in the school play, Ted. I've arranged things so that I can go. It isn't every day a father gets to see his son on the stage!

Father to his child:

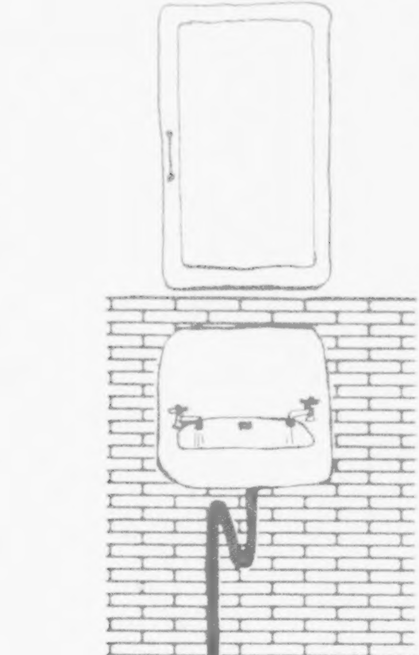
I know you will be in
the school play today,
Mary, but I can't
possibly come to see
you. You know I play
cards every Wednesday!
There will be
other plays,
I am sure.



To which families
would you like to belong?

Father to child:

If you'd like to play
with the baby, Rich,
please do what I do
when I go near her–
wash my hands. In
that way we can
keep many germs away
from her.



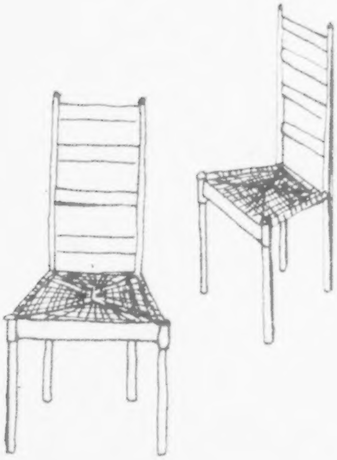
Mother to t

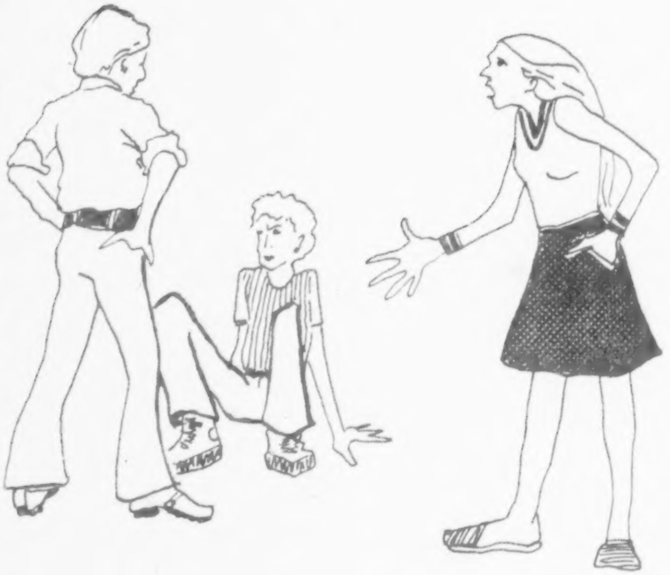
You kids know I get up
you fight. Now I do
how this one got starte
could you stop so we
down together and talk

If you'd like to play with the baby, Rich, please do what I do when I go near her— wash my hands. In that way we can keep many germs away from her.

Mother to two children:

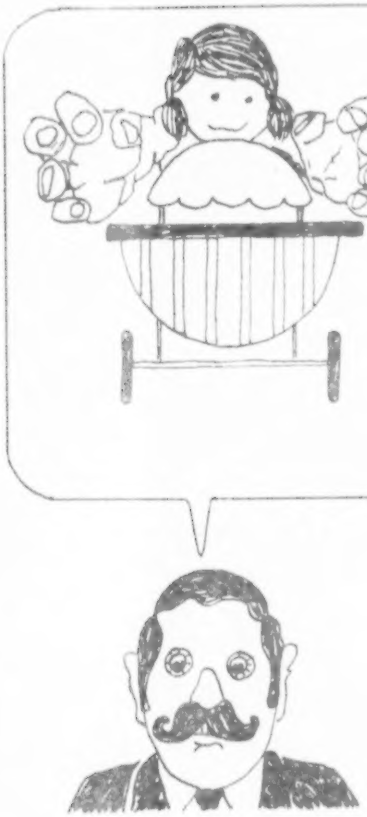
You kids know I get upset when you fight. Now I don't know how this one got started, but could you stop so we can sit down together and talk about it?





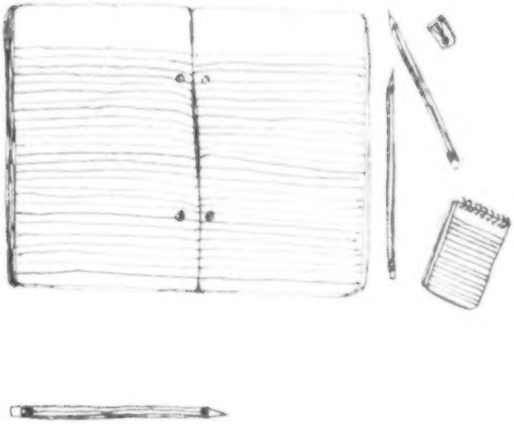
Mother to children:

I won't have you two fighting again! I don't care who started this fight, Rick. You're older than your brother and you should know better.



Father to his child:

Keep your hands away from the baby, Jeanne. You know how dirty and full of germs they always are!



Mother to father:

Jim, your son and the teacher had an argument today over a math problem! Tom told the teacher she was wrong— imagine telling a teacher she's wrong. I bet she asks me to come to school. I'll be so upset!

Mother to child:

It would be better if you
try to set the table. Yo
seem to get it right. I
have to do it all over a

r:

d the teacher
today over
! Tom told
was wrong—
teacher she's
he asks me
l. I'll be so

Mother to child:

It would be better if you didn't try to set the table. You never seem to get it right. I only have to do it all over again!

Mother to child:

I know you like the yellow dress best, Cindy. But you're always so careless at school that you'll probably ruin it the first time you wear it. We should take the dark blue one instead.

It won't show
smudges as much.

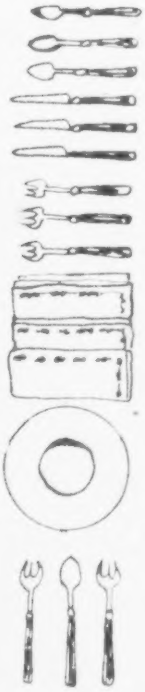
Mother to c

This yellow dress is l
for parties and thi
blue one is perfect
school. Donna, th
about what kinds o
you already have,
then you'll be abl
decide which of th
you need most.

the yellow dress best,
u're always so careless
you'll probably ruin it
u wear it. We should
ue one instead.
It won't show
smudges as much.

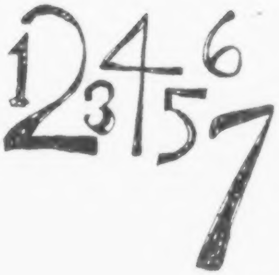
Mother to child:

This yellow dress is lovely for parties and this dark blue one is perfect for school. Donna, think about what kinds of dresses you already have, and then you'll be able to decide which of these two you need most.



Mother to two children:

If you two would like to help, we can work as a team. First, I'll put down the dishes. John, you can put the knives and spoons on the right side. Then, Alice, you can put the napkins and forks here on the left side of the dishes. You'll be making my job easier and more fun, too.



Mother to father:

Al, you'll be proud of your daughter. Diane and the teacher had different answers to the math problem, and Diane asked if she might show how she got her answer. Diane, would you like to tell daddy about it?

Counseling Where it's At

By Joseph H. Koch

This article describes a number of contemporary counseling approaches at a Southern California high school. Here a student can easily "connect" with a helping person outside the counselor's cubicle. The counselor can be found in the students' natural environment – brown bagging lunch on a patio lunch area or lawn. *Real* cops, parents, and students meet on campus for rap sessions designed to deal with problems germane to the high school age group. A special intake process permits the counselee almost immediate contact with a counselor.

Counseling technique or ability is the unique service the counselor has to offer. Almost anyone can do the other functions; i.e. guidance, educational planning, etc.

In the personal/social realm it is counseling that we seem to do the least of, and in this day and age, counseling is what we have the greatest need for. So in the personal/social domain it may be time to break the counselor's bubble and carry the counselor to the student in a variety of real-life situations.

Unapproached or Unapproachable?

It is unrealistic to assume that all counselees will refer themselves to a counselor sitting in an office. Traditionally, counseling has been restrictive and selective. The counselee may not be able to relate to his counselor or can't get past the vice principal's office. Many students do not recognize their concerns and some lack the assertiveness for self-referral. Lower socio-economic youngsters, especially, derive little therapeutic value from playing with verbal imagery or abstract discussions detached from their environment. Further, cultural, sexual, or social factors, as outlined by Blocher (Whiteley, 1967), may interfere with a student's initiative to come in for help. Sprinthall (Whiteley, 1967) mentioned that the counselee's condition prior to treatment may not only affect the outcomes of counseling, but also determine whether he gets there to begin with.

Our Problem or Theirs?

As in the past we cannot indiscriminately call students in who may not need or wish to be interviewed. In guidance a priority system can be developed for inviting a student in to see his counselor or for setting up a group program (Koch, 1972b). The priority system is a means of detecting and sending for students who may meet the criteria of need for counseling in stated areas, i.e., academic performance not consistent with post-graduate goal choice, or students who indicate "no plans" after high school. Unfortunately, it may be more comfortable for counselors to sit and wait for students to come to them. Lewis and Lewis said it quite well:

> **Fear of being lured into a choice between the sanctity of the counseling relationship and loyalty to the institution . . . often forced school . . . counselors into avoiding contact with students in settings other than their protected offices** (1971, p.754).

Joseph H. Koch is counseling department chairman of the San Dieguito High School District, Encinitas, California. He completed his undergraduate education at Michigan State University, his Masters in counseling at California State University at San Diego, his Educational Specialist degree at Michigan State and his Ph.D. at Walden University, Institute for Advanced Studies.

So, it appears that counselors may not be able to reach all students and that there are important counseling and guidance tasks that may not require face-to-face encounter. Also, systems concepts in the appropriate hands may be useful in rectifying some of the ills brought about through technological advancement (Gamboa, et al, 1972).

Bridging The Gap

The Natural Habitat

My counseling milieu has extended to my home, the rooters' bus, hunting quail and rabbit in the boonies, etc. Last year, thanks to the mild Southern California climate, I increased the frequency of what I call "patio counseling" to four days a week. One day was spent in the faculty dining room maintaining staff communication – usually on overcast or cold days. Wearing a short sleeved sport shirt I brown-bagged lunch on the students' patio or anywhere students hung out on the school grounds. Student encounters thus became more than the ephemeral visit to the counseling office. Meetings in the students' territory permitted counselor contact with important persons with whom the counselee interacted.

I receive many tips from my current or past counselees concerning kids who are upset or in trouble. Upon my being accepted as a patio or lawn fixture, it is not disturbing or suspect if I sit near someone I may wish to engage in conversation. In many instances the person from whom the tip came wishes to remain anonymous. Upon establishing contact and within the bounds of pacing and the nature of the person's concern as outlined by the referrant, I waste as little time as possible getting at the student's concern. Usually, I approach this by mentioning that I sense their sadness, worry, hostility, etc. This reflection on my part is usually enough of a cue to permit the person to relate his concern if he wishes. With critical cases I sometimes find myself missing my 12:30 appointment.

Critical Incident Rap Sessions

Goldstein, Heller and Sechrest (1966) suggested that the most appropriate place to counsel depends on the topic under discussion. Last year "critical-incident" rap sessions were initiated with police, parents, and teachers. Vital issues such as drug abuse, parental communication, etc. were stimulating. All rap-sessions were voluntary and there was a no-bust policy. Participants used only their first names and parent-student raps did not involve conjoint family encounters. Two parent-student rap-sessions extended to 14 and 19 weeks. Ninety-three percent of the 30 participants who responded stated in a questionnaire that the groups were meaningful and helpful to them personally. Of the five groups operating last year, 89 percent of the participants said they'd recommend taking part in the groups to their friends.

Presently, the number of critical-incident groups have been increased to include such themes as Chicano consciousness, marriage, college and vocational planning, parent-teacher and pupil-teacher raps. These groups supplement the traditional student counseling groups; i.e. new students, students referred by vice-principals or teachers for "inappropriate" or self-defeating behaviors, educationally handicapped, etc.

Genuine Stimuli Elicit Typical Responses

The presence of police and parents produced subliminal cues and stimuli which evoked legitimate reactions. In turn, students elicited typical responses from police and parents. Some of the most rigid cops came to grips with the ways they were coming on with kids, and dissonance was created in the minds of numerous students who began to perceive their parents differently.

Methods of Recruitment

To invite parents to the groups, letters were sent with registration forms to every parent in the district. However, students were obtained in numerous ways. At our college-type, scatter registration we handed out "action" forms on which students who felt a need to see a counselor indicated so by checking the general nature (educational/vocational or personal/social) of the concern. The student indicated whether he/she preferred group or individual counseling. Personal/social concerns were handled almost immediately. This service was also advertised in our daily bulletin. We screened referrals from teachers, vice-principals, counselors, and all students who referred themselves.

This year in the letter to parents, unless an educational/vocational group, we requested that they agree to take part in the group for at least nine weekly sessions. Blocher (Whiteley, 1967) has indicated that it takes at least nine weeks for anything significant to occur in a group.

Verbal counseling or even role playing in a group may not have as realistic a tenor as that experienced when actual antagonists are present. Goldstein, Heller, and Sechrest define the psycho-mechanics of using *real* parents and cops in students encounters:

The presence of actual stimuli can be expected to facilitate the arousal of response to a level at which they can become more clearly the focus of therapeutic efforts, as well as to facilitate transfer of new responses (1966, p. 228).

What Goes On

Korzybski said "The map is not the territory" and I'm sure I cannot describe what really occurs in the groups or out on the school grounds. Perhaps sharing what I perceive is going on and what I feel should be happening will give the reader some insight into the "territory."

In groups such as the parent-student marriage and other personal/social groups I didn't want the group to supplant the family as the reinforcing social unit; as it appears to be the trend today (Mowrer, 1972). I wanted the group to strengthen the family unit by helping family members develop new positive communication and interaction patterns. Certainly, the way in which emotional response patterns are extinguished in the home (awareness of how a show of affection diminishes) are carefully scrutinized and new means of re-establishing these are considered.

The Focus

What seems to make our groups compelling is that everyone in the group is there because of the issue or theme as advertised. Participants focus almost immediately on the theme as it relates to them and others in the group and they intensify their scrutiny as time passes. Such involvement facilitates an authentic and insightful interest in the other fellow's concern.

During the sessions, the facilitator teaches the structure the group will follow (functional analysis; Koch, 1972a) and channels group effort into cooperative action for each individual concern. So, critical issue groups provide individual counseling in a group.

Certainly, when it can be arranged, manipulation of environmental factors play a role in changing behavior. For example, a person with a generalized social phobia may be desensitized (Wolpe, 1969) in the counseling office to any number of stimulus cues through mental imagery or role playing in a group. This is a good start, albeit unreal and devoid of many accompanying anxiety-provoking discriminative stimuli. A careful study of the main social circles traversed by the individual may have to be made and *in vivo* techniques (Lazarus, 1971) are often superior to counseling office visits; however, they take the cooperation of client and people with whom the client interacts.

"Measurable and observable" become as important as "here and now." Awareness is important but is limited. To be aware of our behavior means identifying stimulus control and conditions supporting our responses. After identifying these pairings we must then replace inappropriate or self defeating behavior with new means of responding. Reinforcement and support from the group becomes an integral part of establishing new behaviors.

The Approach?

Due to differing input and expectancy the counselor needs to have many approaches at his disposal (Lazarus, 1971). Counseling theories, to me, are models of the way people are perceived to behave, change behavior, and conceive ideal or "healthy" response patterns. Theory provides the structure for the counselor. The structure is important to explain and understand behavior. However, my way may not be the only explanation. To palpably understand stimuli controlling behavior for instance, an epistemological tracking may prove as valuable as a functional analysis to some; understanding the "how of it." To me they're quite similar. To tap into stimulus controls in interpersonal conflicts, the "here and now" or the sensitivity to reciprocal stimulation of counselor with client or client with client, is productive (Kell and Mueller, 1966). A keen sensitivity to one's own feelings as well as empathy for another's position seems essential for discriminating behavior cues (discriminative stimuli): a Rogerian or Carkhuff attitude. To permit an individual to perceive how he/she is blocked in bringing into focus important perceptions and cognitive behavior or imagery controls (a figure ground phenomenological construct greatly akin to behavioral discrimination and differentiation), it may be more comfortable to use a gestalt technique or have the person temporarily be a block and describe what his/her task as a block is. The Gestaltist may use this technique to help the individual overcome an avoidance of some anxiety-producing material. Bringing forth anxiety producing stimuli while in a relaxed state (which being a block may afford) could be considered a reciprocal inhibition technique; or a phenomenological fear reducing approach. Prior to conducting task operations in an operant paradigm, it has been observed that many students do not have the motivation or hesitate to carry out the task. Recently, I have been using a direct decision model (Greenwald, 1971b) to help the person free himself to pursue his goal; if in fact he elects to change his behavior. As Greenwald (1971a, [illegible] integrated other theories into direct decision ther[illegible] [illegible]m to feel comfortable utilizing many theoretical techniques that I perceive as having a behavioral counterpart or explanation.

Style to me does not seem to be a very important matter anymore; whether what I do has any material effect seems infinitely more important. As a result I subscribe to Thoresen's definition of group counseling:

Counseling in groups should be defined as those activities specifically selected (and then empirically asserted) to help two or more clients engage in actions that will bring about clearly stated and mutually agreed upon changes in each individual's behavior. (1971, pp. 609–610)

Assuming ethical and legal implications, the only limitation to be placed upon the individual in a group should be manifest in the behavioral objective and criteria of improvement articulated in descriptive terms by each individual and agreed to by the counselor. Hence, the definition is a broadly stated guideline.

In the vocational/educational groups an action model is used. Decision-making plays a major role as does work experience and observation of or visitation with an individual in the student's field of interest. Some trait and factor explorations are made (interest inventories such as OVIS or home grown varieties, such as my instrument, called the brainstormer, might be used (Koch, 1973)), vertical investigations of the field of interest (i.e. candy striper to doctor to medical researcher), discussions with people in non-traditional roles (women bank executives, male nurse, etc.), and tentative protection of long range and intermediate goals. All this is considered within a systems matrix with many groups utilizing a type of contract or extension of the system (Koch, 1972b, Koch, 1973).

Differential Use of Counselors

A differential use of counselors was used in our department again this year to increase counselees' approach-and-stay power. The department was organized in such a fashion as to provide not only immediate counselor contact but also the means by which the counselee's specific needs and expectancies of the counseling process might be matched with an appropriate counselor. Each of five counselors in our department allocates one day per week when he serves as "Counselor of the Day" or C.O.D. This "on-call" counselor is available all day to meet with emergency cases, new students, or students coming in for the first time. With all but the emergency cases the C.O.D.'s job is one of intake, screening, and referral. The C.O.D., after assessing the nature of the counselee's concern and his expectancy for counseling, may suggest a referral to an appropriate counselor or other source. The student has the veto power when a referral is suggested.

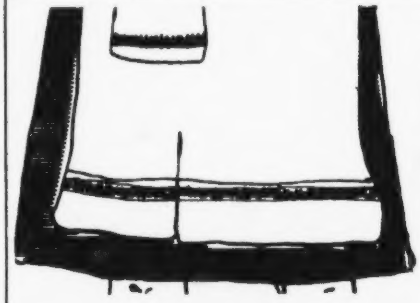
More efficient use of counselor time is made because the counselor on duty can best judge how much appointment time should be provided for. There is more "on-line" access to counselors and staff members are better able to expand their individual interests and strengths (Koch, 1972c).

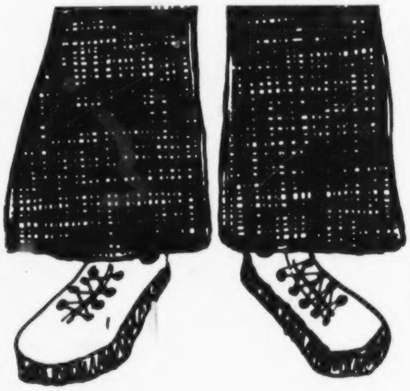
Summary

In the Seventies, counselors may have to develop new means of responding to student needs. Being where the students are, maximizing use of staff and developing authentic means of dealing with student concerns (such as the critical-incident rap sessions) are some of the steps we're taking as we enter the challenging times ahead. The application of these concepts has met the student's counseling needs on his/her terms and turf. Being out there and actively interacting is a physical exemplar of caring—and that's *where it's at.* ■

The Counselor Consultant
(Approach For the Seventies)

by Mary L. Anderson and Jerome M. Budzik





"Reorganization of the counseling department with the special education department into a consultive student services center resulted in more services to students and faculty and reduced the counselor student ratio from 400 students to one counselor to 275 students to one counselor."

Introduction

Most conceptual approaches to guidance suggest that a well-functioning counseling department should provide systematic and organized services in the following areas: (1) personal-social counseling; (2) group testing – appraisal and interpretation; (3) staff consultation; (4) educational and occupational planning, including vocational and college information as well as follow up; (5) referral to appropriate community agencies; and (6) careful handling of student needs. Since most schools are saddled with financial limitations, thus frustrating their counselors with large caseloads and paper work hassles, these objectives, though admirable, are often philosophical fantasies.

Our pilot secondary school was no exception. Complaints stemming from community members as well as professional persons recognized the need for a thorough re-evaluation and redesigning of counseling roles and responsibilities.

In addition, the special education department had disengaged itself from the counseling department because its members felt that their students were not receiving a reasonable share of services from the counseling department. Consequently, the special education department developed its own guidance services and curriculum which resulted in segregated, tracked programs for these students, an isolation that did not promote their psychological adjustment. Except for the severely handicapped, we felt that these students could function with the rest of the student population in the regular classroom environment. Too often, special education students grouped together homogeneously will reinforce each others' behaviors and self-fulfill the prophecy that they cannot function and perform within the school environment. To coddle these students, to treat them differently than the rest of the student

Mary L. Anderson is currently employed by the Ypsilanti Public Schools, Ypsilanti, Michigan, as District Consultant, as well as Chairman of the Student Services Center. During the year preceding the implementation of this model, she worked extensively with Harry Grether, District Director of Special Services and Jerome Budzik, administrator (and co-author), to establish necessary linkages which are now the vital force and support for continued growth and enthusiasm. Ms. Anderson is currently completing a Ph.D. Degree in Counseling at the University of Michigan.

Jerome M. Budzik is currently Acting Principal at Ypsilanti High School, Ypsilanti, Michigan. The school serves 1.665 students of multi-ethnic and racial backgrounds. Dr. Budzik has been active in creating the philosophical approaches the system is now using, as well as influential in the implementation of this model. The Ypsilanti School System will expand this model in the new open space high school serving 2.200 students in the fall of 1973. Dr. Budzik earned a Ph.D. degree from the University of Michigan in Educational Administration.

The authors welcome the opportunity to discuss the model further with interested educators and can be contacted at the school.

population, is to dilute the purpose of special education. Such "sheltering" activities are, in fact, disservices.

With a myriad of problems and needs not adequately being met and with negative attitudes being expressed by teachers, counselors, students, community members, and administrators, a model that would efficiently meet the stated goals and objectives of the guidance department needed to be designed. Since money for additional guidance staff members was not forthcoming, new ideas for internal re-organization were necessary.

With special education now a component of the center, the counselor-student ratio was reduced significantly by the additional two persons with special education training who worked with the emotionally disturbed.

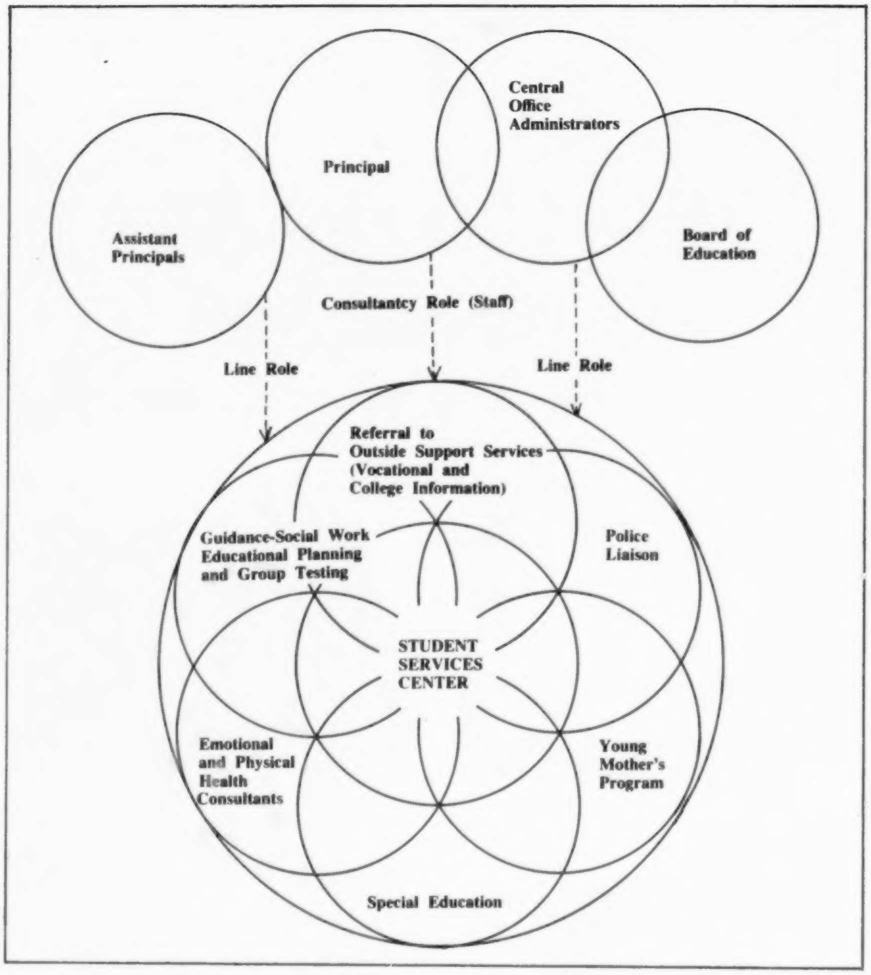
Thus, all the student services personnel serviced special education students. When unusual or difficult problems with special education students arose, the specially trained special education counselors were used as resource persons. No counselor was singled out or designated by students as a special education counselor, thus breaking the psychological ties and attitudes that special education students were any different than the normal school population. Student services personnel now carry a student caseload of approximately 275 students.

All counselors and secretaries were given first aid and crisis prevention in-service training sessions by our district mental and physical health consultants; thus, if the school nurse was unavailable, the offices were covered by trained personnel in case of an emergency or crisis. A flyer was prepared by the consultants and issued to all personnel listing procedures to follow in case of emergency or crisis.

Coordination of total support services was facilitated by placing the mental health, physical health, social work, police liaison and counseling personnel under one chairmanship in a single department.

By having all student services personnel in a central cluster of offices, the total need of students can be handled. This proximal arrangement also promotes a teaming of professionals with different skills (i.e., nurse and counselor work together in appropriate instances). Frequent, informal meetings maintain an *esprit de corps* and encourage continued teaming.

In addition to their general counseling duties for 275 students, counselors are assigned special duties according to their expertise. For example, one counselor


Central Office Administrators
Principal
Assistant Principals
Board of Education
Consultantcy Role (Staff)
Line Role
Line Role
Referral to Outside Support Services (Vocational and College Information)
Guidance-Social Work Educational Planning and Group Testing
Police Liaison
STUDENT SERVICES CENTER
Emotional and Physical Health Consultants
Young Mother's Program
Special Education

Functions of Student Services Center Personnel

District Personnel For Coordination of Mental & Physical Health

Mental Health & Learning Consultant

Physical Health Consultant

Social Worker

1. Total system design
2. Personal counseling and crisis intervention (individual, group and family)
3. Teacher consultation and workshops
4. Curriculum development
5. Young mother's program
6. Community involvement and family counseling
7. Referrals and diagnostic procedures

Counselors

1. Student advocacy and facilitator for change
2. Personal counseling and crisis intervention (individual, group and family)
3. Educational planning-programming, orientation, and internal group testing
4. Community involvement and family counseling
5. Teacher consultation and workshops
6. Referrals and diagnostic procedures
7. College information and testing
8. Processing of applications for college and other schools of higher learning
9. Scholarships, financial aids
10. Career and vocational information
11. Young mother's program

Police Liaison

1. Student advocacy
2. Personal counseling
3. Classroom lectures
4. Community involvement
5. Teacher and parent consultations

administrates the dissemination of all college information while another plans the internal group testing program. The entire staff forms a participatory movement in which the expertise of each counselor is available to the entire team. This situation allows for individual accomplishment in specialized areas; furthermore, administrators can identify and hold accountable specific personnel for certain tasks.

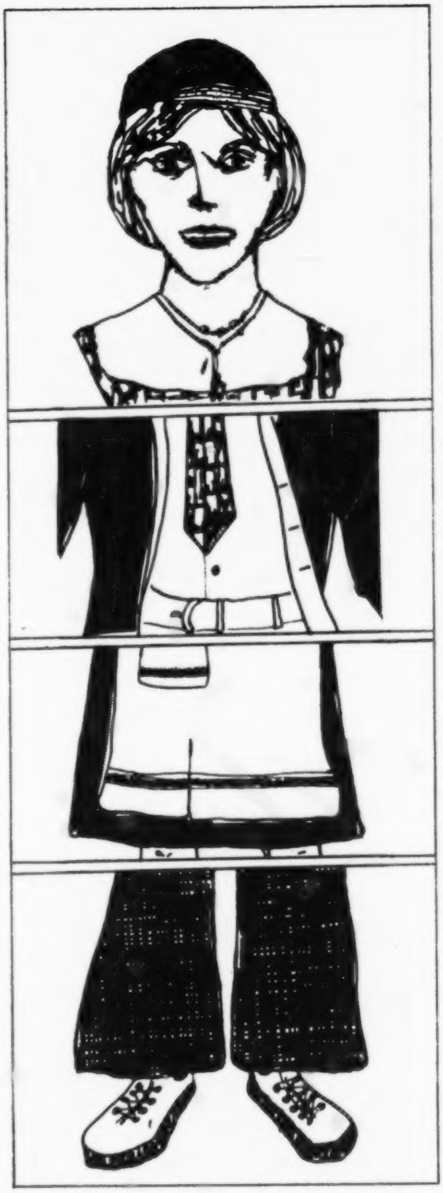
Conjoint consultation involving teachers, students, and counselors occurs regularly. Often a team of two counselors works with teaching teams to resolve common problems. Because of this conjoint consultation concept, two counselors are more willing to involve themselves in family counseling. They can draw upon each other for new perspectives as well as support.

Conclusion

The Student Services Center model is an effective way of designing a coordinated, non-duplicating service to students. The operation of this model reduces the isolation of individual counseling offices where counselors each do their own thing with no sharing. Since a wide variety of issues are talked about, including physical health problems and a variety of emotional concerns, more and more students are talking with staff. Students are also overcoming the subtle fear of being seen going for counseling.

Since district consultants are involved with the Student Services Center, coordination of programs can be accomplished throughout the entire school system. Counselors can communicate to the district personnel the needs that the school system is neglecting. They can also contribute to the curriculum; their individual scheduling activities can provide a practical study area for curriculum design. Hence, counselors may inform the District Personnel involved in curriculum of the problematic areas in the curriculum that do not meet the needs of their students. The District Personnel then discuss these problems with the principal and department chairmen. Modification of curriculum can then be accomplished, before scheduling occurs, to meet the needs of students.

The beauty of this Student Services model is its flexibility. As services to students increase or decrease, the model contracts or expands without significantly changing in concept. Specific tasks can be assigned to specific personnel, yet everyone has a commonality in terms of the counseling services they need to accomplish. The entire staff is available for such tasks as mass scheduling while individual counselors are available to the entire staff for their expertise in speciality areas.



If counseling departments are to render services to students effectively and efficiently and accomplish their stated goals and objectives, such models must be implemented.

One of the greatest challenges the modern educator faces today is to provide services that meet the needs of the "whole student"—physically, mentally, and socially—within the economic means available. We must maximize the strengths of the personnel we have and efficiently use their time to deliver the maximum services to the students we serve. If we fail, we fail our nation's greatest natural resource: its youth. ■

Delinquent Demographics

Adolescents from poor families are not more likely to be involved in delinquent behavior than their wealthier peers. They are, however, more likely to be prosecuted and arrested, according to a report from the Institute for Juvenile Research of the Illinois Mental Health Institute of Chicago which surveyed a representative group of 3,100 teenagers ages 14-18. Like wealthier youths, girls tended to escape arrest for their misbehavior, and their delinquency rate is gaining upon that of boys. Boys were twice as likely to admit to acts of personal violence than were girls. Boys admitting to minor crimes against property were more likely to have also engaged in more serious property crimes if they came from broken homes. Girls showed no such tendency.

Other findings showed that black youths surpassed whites in acts of personal violence, but whites tended to be involved in more misdeeds involving autos, predictable occurrences for youths living primarily in suburban and rural areas. Black boys who came from broken homes were more likely to report generally deviant behavior than black boys living with both parents; but there was no clear correlation for white boys or girls of either race. Older black males (16 to 18 years old) are much *less* likely than younger black boys (14 to 15) to acknowledge ever having committed the less serious crimes against property—petty theft and shoplifting—as well as acts of personal violence.

Nearly 75 percent of the sample admitted to having cheated in school. Half admitted to shoplifting and to fist-fighting. Slightly less than 50 per cent felt that the police unfairly treated and harrassed innocent teenagers. Seventy percent felt that the police did a good job, but only 64 percent believed that the police generally did not take graft. Girls and whites had consistently more positive attitudes toward police than did boys and blacks.

Marijuana use went from 10 percent at age 14 to slightly under half by age 18. Use of any one drug corresponded to a higher likelihood of use of other drugs. The report suggested "that there is a strong relationship between alcohol violations and misbehavior in school."

Copies of *Juvenile Delinquency in Illinois: Highlights of the 1972 Adolescent Survey* can be obtained free from the Institute for Juvenile Research at 1140 South Paulina Street, Chicago, Illinois 60612.

Exemplars

Business, Industry, Growth Spell "Project Big" in Illinois

Career days are fairly common occurrences in most schools. But seldom do they involve the total community as does "Project Big," a career exploration project developed over the past four years by the Maine Township high schools of Illinois. This elaborately planned and obviously successful program should be of interest to those of you planning career days who may have reached a stalemate or look upon the undertaking as dreary and perhaps overwhelming. The key to this particular program is heavy reliance on community resources and active recruitment of community members to keep the momentum of the program going over the years. The following is a report on the current status of "Project Big" from one of its avid and active supporters, Merlin W. Schultz, coordinator of Pupil Personnel Services for the Maine Township High School District.

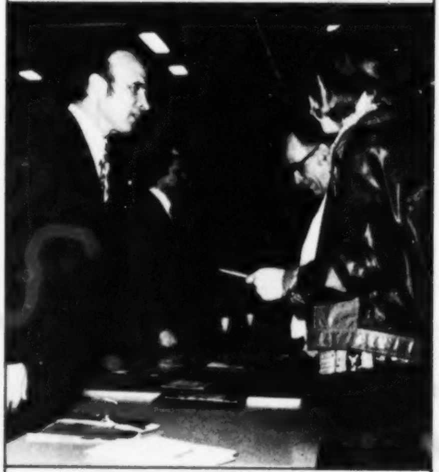
Psychologists indicate that a person's work or vocation is the most important aspect of one's life and that nearly all other experiences revolve around it. If this is so, then preparing young people for useful, gainful, and satisfying occupations and careers must be one of the major objectives of education for all youth. The extent to which students are able to make appropriate career choices and are properly and adequately educated for these careers will determine the extent to which they can fulfill their proper function in society.

The Maine Township High Schools have taken a vigorous approach toward helping students consider and arrive at career decisions. An annual, district-wide Career Night, entitled "Project Big," with local professional, business, scientific, trade, and technical people participating, has proven a highly successful means of giving students and their parents first-hand information about a wide variety of occupations, directly from representatives in those occupations.

This spring, District 207 held its fourth annual "Project Big" event, with men and women from about 200 occupations present to explain career choices and give advice to an estimated 3,500 students and parents.

The name "Project Big" is meant to indicate Business-Industry-Growth. As originally conceived four years ago by the schools district's cooperative education coordinators, the program was to involve only those businesses and industries in the community employing high school students who were enrolled in the district's work-study program. Its goal was to make all current and prospective work-study students aware of the wide variety of occupations open to them. As original plans evolved, however, they were expanded to include the collegebound and the community collegebound, as well as the jobbound student.

Further, it was decided that the district's Vocational Education Advisory Committee, made up of faculty members, school administrators, and men and women from local business and industry, should play an important role in "Project Big," taking on the responsibility for the organization, publicity and financing of the program. The committee felt that the Guidance Departments of the four Maine high schools, especially career counselors, should also be involved. Their assignment would be contacting the career representatives and making all arrangements for the physical facilities.



As the need for vocational and career information for all students became increasingly apparent, "Project Big" organizers decided that not only the work-study students, but the entire student body of the Maine high schools should be invited to attend. Later, all private and parochial students of high school age, and all junior high school students in the township, as well as all parents, were invited.

From the outset, "Project Big" has been a success, with high attendance figures each year indicating the very real interest both students and parents have in obtaining pertinent vocational information. The first "Project Big," held in 1970 at Maine West high school in Des Plaines, Illinois, drew about 1,500 students and parents, in spite of decidedly inclement weather. The following year, when the event was held at Maine East high school in Park Ridge, 2,500 people attended; in 1972, with Maine South playing host, 3,000 visitors were present. This year, "Project Big" was once again held at Maine West and drew a crowd of 3,500.

A convention-style setup proved to be the best format for "Project Big." All careers represented are located in a large gymnasium, with tables set up as booths, and each career identified by a large sign suspended overhead with occupational title and number. Aisles are wide enough to allow students and parents to cluster around those occupations in which they have an interest without hampering the flow of traffic.

Upon entering the gym, each visitor is presented with a program that includes a layout of the gym area, occupational titles in alphabetical order, table location numbers and the names of the career representatives. Parents and students are then able to shop around, browse, or go directly to a specific occupation.

By visiting the career stations, the students and their parents get a picture of the diversity of employment in northwest suburban Chicago and gain insight into the relevancy of a formal education to the world of work. By talking to the representatives and asking questions relating to their occupations, students learn what they can expect in terms of salary and fringe benefits, and have a chance to evaluate and compare immediate rewards with long-term rewards in several occupations. They become increasingly aware of the value of employable skills, and learn what attitudes, training and education are important to job success in a particular occupation. Usually, the career representatives bring with them displays and audio visuals, and make available brochures and printed materials about their companies and occupations—all of which is helpful.

WELCOME TO PROJECT BIG!

Paddock Publications Photo

"Project Big" was not designed, however, to provide complete, in-depth information about selected careers, but rather to expose the students and parents to many careers in the hope that at a later date they will seek more detailed information. In essence, it is a mini information program providing a wide choice of vocational and professional expertise by local people.

Each year an extensive publicity campaign is waged to make the community aware of "Project Big." Each of the Maine schools has its own publicity chairman. Posters are placed in business offices, store windows, libraries, and schools. News releases and photographs are sent to newspapers and house organs. Radio and television stations are contacted and arrangements made to publicize "Project Big" on their community event programs. Clubs and organizations are contacted.

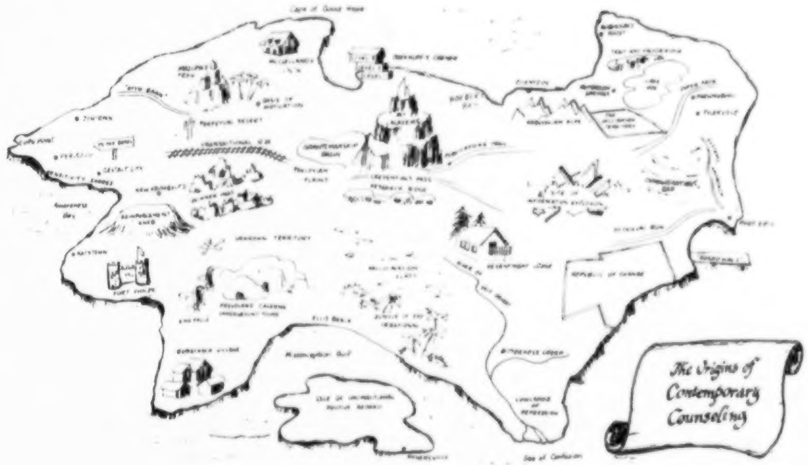
The Superintendent of Schools sends a letter of invitation to each high school parent, and also notifies parochial, private and junior high schools, and PTA officers of the time and place of the program. Letters requesting monetary assistance to underwrite the cost of "Project Big" are sent out by the Vocational Education Advisory Committee to service organizations such as the Kiwanis and Rotary Clubs and to those companies who participate in the school district's cooperative education program by employing work-study students.

Students themselves assist in the actual program by serving as guides, registering the representatives, producing posters and other art work, and serving refreshments.

Within a few short years, "Project Big" has become one of the outstanding career-oriented programs in the country. Its success can be attributed to the fact that it is, in every sense, a community venture, involving all aspects of the community – students, parents, faculty, local business, industry, and professional people.

Treading Psychological Terrain

This cognitive map, developed by John Argeropoulos, *Impact* reader and assistant director of counseling services at Northern Michigan University, acknowledges many of the academic leaders who have influenced the helping professionals and traces their varied approaches. It was designed as an un-cut-and-dried technique device for exploring counseling's psychological legacy.



Volunteerism

New Directions for Helping Hands

In years past, when fewer people inhabited our cities and towns, when the onslaught of modern technology was still in abeyance, and when limited mobility gave people a sense of "roots" and belonging, people knew who they were. They were largely self-reliant because they were expected to be. They managed to take care of their own without the formality of bureaucracy or the fanfare of forms in triplicate.

But what has happened in recent decades? In-migration from town to city has jammed our metropolitan areas; out-migration from city to suburb has created bedroom communities of bored escapees; technology continues to produce increasingly complex social changes; and people move from job to job and place to place with such dizzying regularity that identity is being displaced by a sense of dehumanization. Sheer numbers have created a "computer society." We are known not by the name we bear but by the number we carry on our credit cards, ID cards, social security card, etc. One of the most common expressions in modern language must surely be "Do not bend, fold, mutilate or spindle."

Shifting population patterns have brought people to our urban centers who are ill equipped to cope with social and technological change. Many have been displaced from the land that nurtured their families for generations. They come to the magic kingdom of the "Big City"—often poor, untrained, undereducated, and certainly unprepared for the enormity of such a transition. Crowded into substandard housing, cut off from friends, family and a familiar way of life, many of these migrants find themselves unable to adapt.

Those vacating the cities and seeking greener grass in suburbia may find that they have merely substituted one set of problems and pressures for another. They have a house with more room, but can become slaves to that house; all free time and money is spent fixing up—or just keeping up. Suburban leisure-time activities are limited, and housewives in particular, develop inertia of interest and intellect that leads to emotional problems, often culminating in alcohol and/or drug abuse as means of escape from the very life they couldn't wait to escape to!

What does all this mean to the community and to society as a whole? It means that, because of rapid technological change and resulting social movement, there is an increasing sense of depersonalization and loss of identity. People are searching not only for a sense of belonging but for a higher purpose in life. For many, such a search means asking for help; for others it means offering help.

The bigness of our social structure coupled with the intense need of people for more personalized services creates a greater need for "social engineers." These needs cannot be met by existing pools of professionally-trained personnel, whether they exist in areas of medicine, education, recreation, or social and community services. Fortunately, from the same great reservoir of underutilized, unpaid human resources that requires these additional services comes—the volunteer.

We have seen, in part, why the need for expanded personalized services exists, but what reasons impel people of all ages, from many segments of society, to work long hours with little or no pay, for which their station in life has not prepared them?

The same technology that has created a mobile, urban, rootless society has also created a shortened work week – in some cases, work-day – thereby increasing the amount of discretionary time available to many. Such an increase in leisure time provides more opportunities for volunteering. The same societal complexity which has created an identity crisis for many has provided others with opportunities for fulfillment and a sense of purpose through volunteer work.

Volunteers come in all ages, sizes and shapes. While in past years, they were primarily white Protestant women from the upper middle classes, today they are found in virtually all areas of our social structure. Several areas of our population are still poorly represented in volunteer ranks: older adults, males, disadvantaged, rural persons and the handicapped. However, more of these people are being welcomed into volunteer ranks than ever before, suggesting a more balanced trend for the future.

What kind of impact can volunteers make in existing community programs, particularly those run by professionals? How can they interface "the establishment" in a meaningful way – in short, how can they make a difference?

First, volunteers bring a layman's point of view to their work. With heavy demands on professional time, new patterns of team work are becoming operational. The trained professional, as a member of the teram, is looked upon as an "expert"; however, this expertise in a field of specialization often desensitizes the professional to the broader view. Thus, there is a need for someone to provide perspective and sensitivity to enable the team to make sound judgments. Volunteers can also provide a layman's knowledge in helping groups renew their organizational structure. When an organization has been operational for periods of time, those closely involved in the group are often unable to see the extent to which resources are being underutilized – or even wasted. An outside person has a better overview of the function of the organization as well as the interface the organization enjoys with other organizations.

Current social pressures seem, despite efforts to the contrary, to be emphasizing divisions among social, racial and economic groups, resulting in polarization and general discontent. There is a crucial need for working together to soften these divisions if the problems they represent are ever to lend themselves to solutions. Third party facilitators needed – unpaid by any "side," without any axe to grind. Working as links between involved parties, volunteers can function in such a facilitator role.

The concern felt by many adolescents in areas of educational relevancy, environmental cleanup, and human needs has led them to volunteer in great numbers for ad hoc committees and special projects as well as ongoing programs. Young adults provide valuable linkage between their younger peers and older people. The number of volunteers among young college students alone has skyrocketed from 5,000 to about 400,000 over the past decade! Young people are demanding a greater voice in decision making in areas that concern their futures. The need for organizations which orient their services toward youth to be cognizant of this trend and to allow young people greater participation, requires sensitive adult volunteers who can act as links between the established community groups and the disenchanted young.

It is not enough for volunteers to care – to be concerned and willing to help. They must be adequately trained to function as part of a team. They must be utilized effectively, and recognized as the contributors they are. Volunteers, particularly younger ones, want to become actively involved – they do not want to sit at desks stuffing envelopes. Groups which make most effective use of their recruits offer orientation sessions, special courses or seminars, and ongoing inservice training. Often, volunteers are encouraged to help plan their own training.

We must also work with professionals to help them become more accepting of nonprofessional volunteer assistance. Resistance to the use of volunteers frequently comes from professionals' anxiety over their own professionalism, quality, and certification. Concern over volunteer competency, real or imagined, can cause rifts between volunteers and professionals. When volunteers are utilized efficiently, the role of the professional becomes one of volunteer trainer, overseer, and evaluator. Client contact shifts to the volunteer, resulting in a loss of the kind of helping role the professional has come to enjoy. Professionals are sometimes inadvertantly made to feel inadequate in their dealings with client populations quite different from themselves by volunteers who, because they come from those very groups, have better rapport

with the clients than the professional could ever hope to have. There is a definite need not only to train volunteers to work with professionals but to train professionals to work with volunteers and feel comfortable about it.

In summary, the rise in volunteering stems from societal changes which will continue to affect the picture for years to come in the following ways:

Accelerating rates of change have led to increased social complexity and social interdependence. Traditional ways of coping no longer suffice; new ways are required.

Increasing specialization among professionals calls for laymen who can improve impartial and sensitive judgments, as well as modes of organizational self-renewal in the face of obsolescence.

Emphasized social and racial divisions leading to increased polarization demand compromise models who can act as third party facilitators.

"Bigness," and its counterparts, depersonalization and dehumanization lead to individual searching for a meaning to life and a sense of belonging. The need to personalize services creates enormous opportunities for volunteer involvement.

The interest of youth in making decisions in areas that concern them demands that opportunities be provided for involving young people in programs concerning their futures.

Human service needs far exceed society's ability—or willingness—to pay, suggesting that better use must be made of available professional personnel. There is increasing need for professionals to act as trainers or consultants to teams involving both paraprofessionals and volunteers.

Increasing demand for volunteers implies the need for professionals to learn, as part of their training, how to work with volunteers effectively. Young people, for their part, need to learn the value of volunteering—they need to understand that giving and receiving help are essential components of learning and living.

Expanding need and opportunities for volunteering suggest that early "recruitment" among those groups currently underrepresented in volunteer ranks be implemented. Particularly among disadvantaged youngsters, volunteerism should be inculcated early in the school years to provide understandings favorable to giving and receiving help.

Implications for the helping professions are numerous. It must first be accepted that with the increasing complexities and mobility of society, the need for professional help will continue to rise substantially. Increasing numbers of people, pressured beyond their capacities will expect and demand assistance in working out their problems. The use of teams to provide such help will call for cooperative efforts among professionals, nonprofessionals, and volunteers to make efficient use of trained personnel. Professionals must learn how to work with and be accepting of volunteers without feeling professionally threatened by their presence.

Increasing lay dissatisfaction with established organizations and bureaucracies will give rise to many locally-based volunteer groups, particularly among young persons. Political movements, ecological movements, social movements—whatever is "in" at the moment—will see the promulgation of committees and efforts manned by volunteers. Helping professionals may be called upon to lend their assistance to some of these efforts, particularly those involving social concerns—health and safety, drug abuse, geriatric problems, youth services, education. Professionals must understand that it is their professional expertise which is being sought, *not* their control over the group. If a professional feels he cannot function in this "new" capacity, it might be better for all concerned were he to decline participation altogether.

The great needs for community services in urban areas will place heavy strains on limited budgets and professional manpower reserves. The utilization of indigenous volunteers not only relieves this strain, it also provides programs with those best able to establish rapport among neighborhood people. Helping professionals must first work with local groups to encourage more of their members to volunteer, and then work with those volunteers to produce an effective cooperating team which can work without threat to one another.

The complexity of society leads to specialization, and thereby, greater interdependence among individual people and groups of people. Too often, the trained professional becomes isolated from the problem by virtue of his expertise. Volunteers who are nonprofessionals are often in good positions to look at the situation objectively and make suggestions for legitimate action.

Professionals who are used to functioning with other trained persons will increasingly be taking on the role of trainer, themselves. With the growth of the team approach, professionals will be called upon to train volunteers to function effectively on "the team." It is probable that professionals will, themselves, need training before they, in turn, can train others. Courses should be offered, either as part of professional training or as outside seminars or workshops, wherein professionals can obtain assistance in training nonprofessionals to work with them.

Volunteering should never be thought of as a single-sided coin of unlimited reserves of virtually cost-free manpower. Volunteering has a picture on both sides of the coin. On the one hand, volunteers serve as valuable adjuncts to limited pools of trained professionals in an era of increasing needs and decreasing budgets. On the other and equally important side of the coin, volunteering is a self-serving vehicle for many who, in times of social complexity, add meaning to their lives and a sense of belonging through their service to others.

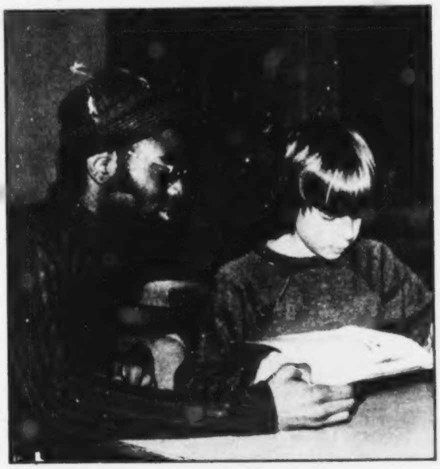
Volunteering must be further encouraged among all sectors of the population, particularly among those now poorly represented in volunteer ranks. To this end, all of us – parents, teachers, civic leaders, youth leaders – must devote greater efforts. Only when each of us feels he is in some way contributing to society will we, in fact, have a better world.

As an adjunct to searching out information for this presentation on volunteering, *Impact* has spoken with coordinators at two highly successful programs in the community which make very full and innovative use of volunteer help. Ann Arbor being the type of community it is – home to the main campus of the University of Michigan and the needs and interests of its student body, and home to a community supportive of many student directed efforts – the programs discussed are primarily student-oriented, although members of the community also participate. Perhaps most important, the programs themselves are community-oriented, thereby bridging the gap between town and gown, between young and old, and between "the establishment" and "the kids."

Innovative Tutorial Experience (ITE)

Evolution of ITE

Conceived as a volunteer student tutorial program involving University students but run outside the University structure, ITE was originally designed to develop relationships between young black community youngsters and the University student volunteers. The cultural gap proved too wide, and in the second phase of the program volunteers moved into the schools so that school staff could act as liaisons between the children and the University students. Very little volunteer training was undertaken, and no feedback was obtained to determine if any impact was being made. The volunteers functioned on a one-to-one basis with youngsters. This proved isolating for all concerned and stigmatizing for the children.



Present Purpose

The ITE as currently organized seeks to meet a community need through providing better school learning environments for students by serving as additional trained human resources. It seeks to provide its volunteers with opportunities for functioning in situations where they can create and experience new and innovative class environments.

Base and Support

ITE as currently constituted is part of a large group of community programs (Project Community) funded under the University of Michigan Office of Special Services, a division of the Office of Student Services. Salaries of a director, assistant director and full-time secretary are paid directly by the University. Other monies come from the budget of the Office of Special Services, and must pay for materials, transportation for workers, and advisors. Outside fund-raising is necessary to supplement University monies.

Recruitment Criteria

Lana Guyer, ITE Director, interviews each prospective volunteer to ascertain the student's understanding of the program, his/her interest in becoming a volunteer, and the student's time commitments to determine if ITE will receive the attention it requires. At present there are 75 volunteers working through ITE in the Ann Arbor school system.

Training

It was decided that, because volunteers would be working in classrooms throughout the system, a strong commitment was necessary on their part. In fairness to their "charges" they had to be prepared to remain with the class in full-semester blocks. To ensure this, the program is offered to students through a University of Michigan course for which they receive credit – and a grade. It is felt that if students regard ITE as a regular course, they can plan their time blocks more carefully than if it were an activity to which they were only nominally obligated. Then, too, it was felt that training for the volunteers was essential if they were to be of real service to their schoolrooms.

Students interested in ITE first observe situations in which other volunteers are already serving. If the student and the paid ITE advisor at the participating school feel they are right for one other, a performance contract is worked out with the advisor concerning the volunteer's learning and experiential goals. (It is on the basis of this contract that a course grade is awarded).

Two hours of pre-training are carried out for new volunteers who also attend five hours of classes in ITE as well as a two-hour weekly workshop, with their individual school advisor, in areas of curriculum, behavior, development, etc. The advisors, generally graduate students or members of the community who have been classroom teachers and who currently have children in the city schools, are responsible to the ITE director. The ratio between advisors and volunteers is about 1 to 10. The advisor observes the volunteers during the year and helps them to implement various classroom activities. Advisors are selected, insofar as possible, from the community because they provide a perspective which most of the volunteers lack. With children in the system themselves, advisors can bring to meetings the views of parents, taxpayers and experienced teachers. This viewpoint is crucial since most of the volunteers are undergraduates with little or no experience in these areas. The advisors work with the ITE director to set up the weekly workshops in which all ITE students participate. Participants must complete all ITE requirements, whether or not they take the course for credit.

Use of Volunteers

Volunteers indicate a preference for the school level to which they wish to be assigned. (Volunteers function at all school levels). On the basis of his/her observations in class, the volunteer determines how best to help. At times, activities may be carried on with the entire class, at times with small groups, and at times with individuals. For the most part, ITE volunteers are placed in open-type classrooms where the teacher and/or principal tend to be supportive of nontraditional activities. All volunteers work in 2 ½-hour time blocks.

Evaluation

It is important to understand that the receiving teachers do not make an evaluation of the volunteer – they are asked only if they enjoyed having him/her in their class. Teachers do receive an evaluation form for the *program* which deals with the ways in which the volunteer helped in class, the value of the advisor-teacher contact, and the desire to have – or not have – volunteers in the future.

Volunteers evaluate the program from their point of view – how they perceived their classroom experience, the role of the advisor, the workshops and training classes, and transportation arrangements. Although they do not evaluate "their" teacher, they can note whether ITE should place other volunteers in their classrooms.

The principal is asked to write a letter to the ITE Director with reaction to the program as it functions in his/her school.

The ITE Director is in a position to obtain program feedback regularly from students as they meet at her office for transportation to their respective schools. Program changes are made frequently in response to weekly meetings as well as evaluation feedback.

The current director has worked with this program for several years and welcomes both inquiries and idea exchanges. They may be directed to:

Ms. Lana Guyer, Director ITE
2210 SAB
University of Michigan
Ann Arbor, Michigan 48104
Phone (313) 763-3548

Drug Help

Evolution of Drug Help

Drug Help developed as an outgrowth of a seminar held several years ago on Drugs and Behavior. Those attending the seminar were asked by others for help in the area of drug use. Work spread, and, in 1970, Drug Help was born. The group chose not to affiliate with the University or with a hospital because it did not wish to be controlled by outside parties.

Present Purpose

Although the name implies that the center works only in the area of drugs, Drug Help offers its assistance in any problem area presented. Reva Reck, a Training Coordinator at Drug Help, says that many people presenting problems are actually emotionally distressed, and that drug use is only one facet of a broad spectrum of their problems. Ms. Reck describes Drug Help as a "bandaid for a sick society," whose goal is to prevent drug problems by providing information with which people can make their own (rational) decisions, and to deal, on a short-term basis, with those problems that cannot be prevented. It had originally been the hope of Drug Help to "put itself out of business," but because of its ability to work so well with young people and with the community, it has not only remained in business but has expanded its services.

Base and Support

As indicated earlier, the organization operates independently of the University. It receives funding from an HEW grant, United Fund, the City of Ann Arbor and a local civic group. Workers in the organization are largely University of Michigan students or past students. Little credence is given to professional credentials with the result that only two paid staff members have been recruited from "inside the net" – a psychologist and a counselor trainer.

A board of directors officially runs Drug Help but the actual power is invested in the general membership, which meets monthly for major decision making. Four service areas have at least one paid worker who handles administration and paperwork, and puts together reports and statistics for use inside and outside the organization.

Recruitment Criteria

Through word of mouth, more people volunteer than can readily be accommodated in the program as it now operates. All interested persons attend an initial meeting where they respond to questions concerning what they feel they can do for Drug Help and what Drug Help can do for them. Qualifications emphasized are responsibility, reliability, and the ability to accept feedback and be flexible. Those whose general behavior suggests that they would not be a help to the organization are screened out. Volunteers are asked to make a two-year commitment to the program because of the time invested in training new workers.

Training

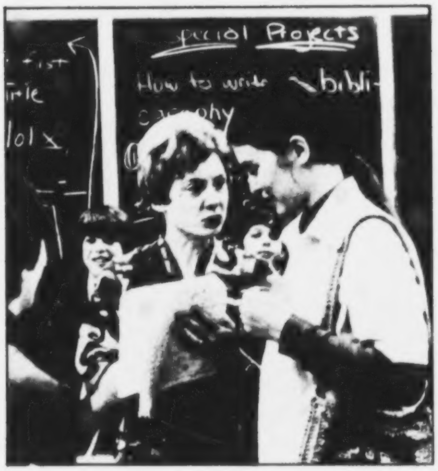
According to Ms. Reck, new volunteers undergo six hours of orientation prior to starting work. They are then placed on phone duty which enables them to become aware of the types of phone problems the Center is called upon to answer.

After about a month of phone work, small groups of new volunteers are trained for a total of thirty hours by male-female pairs of trainers, over a period of two or three weeks. (Trainers are generally volunteers). This intensive training is scheduled around student schedules to provide maximum flexibility. Allowing volunteers to function actively in the organization provides them with a background against which training becomes more effective.

On-the-job training is informal in the sense that there are always experienced volunteers and paid workers around who can provide guidance to new volunteers. There is always a telephone specialist available to work with new people should they encounter problems they can't handle.

Use of Volunteers

Drug Help offers four areas of service, all of which are staffed primarily by volunteers: (1) Phone Information which responds to inquiries on the phone, and which may or may not result in any further client contact; (2) On-Call which provides a corps of skilled volunteers who are available for emergency outside calls (e.g. to a home where someone is on a bad trip or on a suicide kick, etc.); (3) Counseling Service, the smallest service area, in which counselors work in male-female pairs, intensively, with individuals, families or groups; and (4) Drug Education which provides speakers for schools and community groups in the area, and training for other similar area organizations.



Volunteers are used in training (there are two paid training coordinators who also serve as trainers). Each service area trains its own volunteers. Little distinction is made between paid and volunteer help when it comes to decision making. But some friction tends to exist between paid and nonpaid workers, primarily because paid personnel, being on the job more than volunteers, are more knowledgeable and tend to stick together. The group recognizes the existence of the problem and is working on it.

New volunteers start on Phone Information, keeping a card on each inquiry which states the problem and what action was taken. Names of clients are not always available.

Evaluation

Evaluation is performed on the telephone squad because new volunteers start in that capacity. It is felt that, barring any unusual situation, volunteers who acquit themselves well on the phones and go on into other areas of service at Drug Help will function competently.

A Competency Committee of seven persons composed of phone and training specialists as well as others read the cards kept by the phone squad. Their written comments provide feedback to the workers. Conferences between workers and committee members are encouraged to help the volunteers understand where they need to alter their approach. The Competency Committee evaluates volunteers on a four-point scale. Such evaluation is ongoing, occuring once a month for each phone worker. Feedback is made only to the volunteer involved.

Each volunteer is encouraged to speak to the specialist in charge of his/her area regarding minor problems or changes which should be made. Area specialists have authority to institute minor changes; major ones are acted upon at the monthly meetings of the general membership.

Evaluation of the program itself is not a matter of case studies undertaken and "solved." The best evaluation of the program is that it has operated independently for three years, in community facilities, with community support. It is a mecca for young people with problems not only in the Ann Arbor area but in the mid-West. Its client group is made up primarily of young persons 15–25 years old who see the volunteers at Drug Help as young like themselves, and, above all, nonjudgmental.

While Drug Help is *not* in a position to respond to general inquiries, it welcomes *specific* questions on group organization. Such inquiries may be directed to:

Ms. Reva Reck
Drug Help
719 Arbor
Ann Arbor, Michigan 48108
Phone (313) 761-4357

Persons or groups interested in volunteer work may direct requests for assistance to:

The Center for a Voluntary Society
Room 300
1507 M Street N.W.
Washington, DC 20005

The Center is concerned with improving the status and practices of volunteer groups which work to improve the quality of life. ■

References

Schindler-Rainman, E. and Lippitt, R. *The Volunteer Community: Creative Use of Human Resources.* NTL Learning Resources, Inc., 1812 K Street, Washington, DC 20006, 1971. pp. 84–85.

A pervading phenomenon of society is the existence of groups — two or more individuals bound together in some sort of interacting relationship. The purpose and scope of these groups in modern society is so immense that discussion of their types would be endless. However, the dynamics and processes of the various kinds of groups have already been the topic of much educational/scientific inquiry. Unfortunately, it seems the larger body of this knowledge has little direct *practical relatedness* to everyday life for the layman or the professional.

The difficulty of utilizing this knowledge has many roots or reasons. One of the difficulties is the assumption that the process of the interaction is something only a group leader need be aware of, and then his role is not to articulate this knowledge but to use it to his advantage in controlling the group when necessary. Another is the contention that many of the "process dynamics" are unanalyzable — mystical, bizarre, esoteric and enigmatic.

The Fundamental Leadership Experience (FLEX) model views process in a different light: processes (how and why) become content; knowable and usable phenomena that anyone can learn and use. These learnings can then be used as a perspective for viewing and dealing with the everyday "people related" situations of individuals' lives.

The FLEX model is a group experience. It was developed by the authors as they confronted the problems of a university student population. However, in no way is it intended for exclusive use with college students. The model is a therapeutic process designed to improve its members' interpersonal functioning and communication. The FLEX model can be accommodated to these interpersonal concerns for virtually any population. Following this belief, the model has been applied with college faculty, residents of the community, and groups other than a college student population.

Obviously, for this particular perspective to have meaning, it must: (1) make sense, or order, out of the multiple variables involved, and, (2) be basic enough to apply to all situations. These are qualities only individuals can measure for themselves. Pilot studies of the FLEX model indicate success in these two criteria, but continuous ongoing feedback (response to this article) is always necessary.

The FLEX model and theory consists of six concepts of human interaction: the more *intra*personal dimensions of Trust, Human Commonalities, and Sensitive Listening plus the more *inter*personal dimensions of Constructive Feedback, Interactional Conflict Resolution and Utilization, and Fundamental Leadership. These concepts are not just static intellectual categories, though in a sense they can be seen only in this light. Rather, the concepts are in themselves dynamic; they are continuously present and interacting. Optimal interpersonal relations depend on the successful "knitting" of all six concepts in a progressing structure.

The goal is to encourage individuals to discover their own, unique "fundamental leadership." Knowledge, and the ability to use the process of interaction to one's own advantage make this possible. In effect, what is contended is that an individual has, within himself, the ability to use his environment in a productive way. Most individuals do

by
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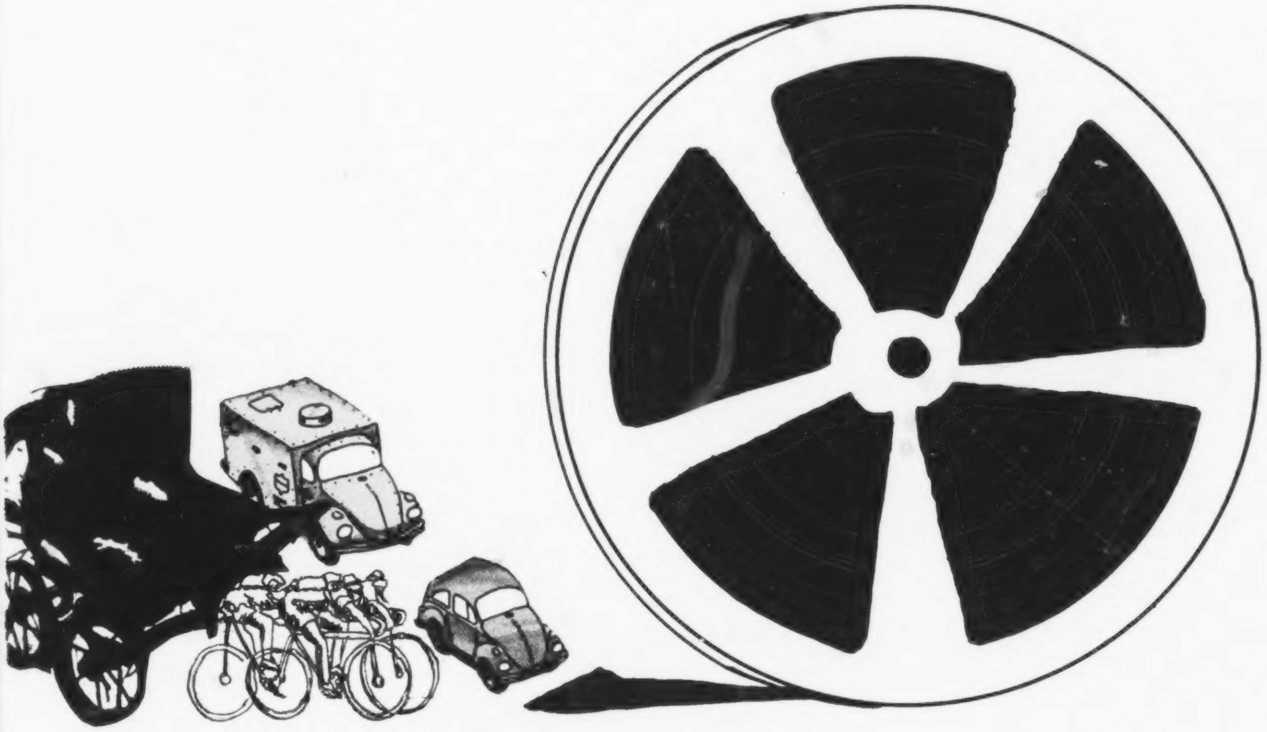


PROCESS AS CONTENT

The Fundamental Learning Experience

an adequate job, but many are seeking more innovative ways to do this. Maximizing one's effectiveness is not a mystical process but a knowable process, but it is in the process where most individuals "break down" so to speak because it is easy to attend to the problem/solution aspect and to ignore the *method* of resolution. By learning a workable picture of the process, individuals can more effectively participate and use the process in a preventative way. This workable picture (FLEX) includes a common language; cognitive *and* affective input through both experiential and didactic modes of learning; a safe environment for practice; and feedback on implementation in the real world. By attending to the application of learning to real life situations, the model limits the amount of dependence which individual members may foster.

Thoughts, Feelings, Emotions

As a basis for common thinking about the functioning of a human being, the following diagram is presented at the beginning of the first session:

Private	Public
THOUGHTS FEELINGS EMOTIONS 1. anger 2. fear 3. love 4. pain	BEHAVIOR

The assumptions implicit in this diagram are: 1) Every person thinks, emotes and behaves; 2) Both the cognitive and the affective portions of his existence are as legitimate as his behavior; 3) Only behavior is open to public scrutiny at all times—an individual may hide his thoughts and feelings with some discretion (even nonbehavior is behavior); 4) Feelings are a more definitive and descriptive combination of thoughts and emotions; 5) There are four basic emotions—anger, fear, love, pain; 6) Emotions and feelings should not be evaluated—behavior should; 7) Emotions are not good or bad—they are viewed as neutral in valence and as legitimate energizers; 8) Behavior (public) is related to thoughts and feelings (private) and must be evaluated as productive or destructive in terms of its effect on the individual and *his* environment.

The intent in the group is to concentrate on the affective and behavioral dimensions of human functioning. In order to do this more efficiently, each participant is asked to "define" each feeling he has in terms of one or more of the four basic emotions. While it is easy to minimize and/or deny the emotional content by using multi-meaning words like upset, concerned, anxious, up-tight and bothered, this is discouraged.

By focusing on the basic emotional content, the individual: 1) has a system which gives him a perspective for viewing his emotional content—it is a foundation, a place to start building; 2) can then concentrate on feeling the emotion in a more pure form—the confusion caused by a proliferation of descriptive terms is removed; 3) can identify which of the four emotions he is experiencing; 4) can be aware of the values he places on the emotion, and begin to deal with the reasons for placing that value on the specific emotion; 5) can separate experiencing the emotion from expressing the emotion, and realize that value belongs to the expression, or behavior, not the emotion itself; 6) can explore more appropriate expressions of emotion without denying the emotion itself; 7) can experience the emotion without putting conditions on his self-image—social sanctions are placed on the expressions of emotion, but these need not affect his self-image.

The Concepts

A contention of the FLEX model is that for a group of any kind to be effective, the process of the group must be developmental. The group and its members must master certain skills that build upon one another. At each successive stage, the individual member uses the skills he has previously acquired. In this manner, he learns and experiences higher levels of functioning in any group. A second contention is that the *process of learning, itself, must be taught*. This second contention maximizes the potential for the applicability to everyday life of the group learnings and minimizes formation of dependence on the group.

The structure of the six FLEX concepts meets both these contentions. The concepts are developmental and are actually composed of process information. Following is a brief description of the six concepts in the order of their presentation in a FLEX group.

Basic Trust

Trust is defined as the individual's ability to cope with the emotions found in interpersonal relations. Behaviorally, trust is the ability to accurately identify specific cues or signals transmitted in a given situation. It is something that constantly changes in quantity and quality, as the individual's perceptions of his environment (and the environment's cues) change. The level of trust an individual exercises is directly related to the level of trust the individual has for himself in the situation.

In the FLEX groups, trust is first identified by each individual for himself. Feelings and cues associated with feelings are identified in relation to trust. We are assuming that environmental cues elicit feelings and that proper identification of the pairings results in increased control of trust in a situation. Here are some of the FLEX participants' responses to trust:

"When I become aware of myself trusting others I feel a warm glow inside me. I find I am more affectionate and also receive more affection. I see colors more clearly, details more sharply, and am generally more alive. My decisions generally have better results and I am more productive."

"During the times I am aware of not trusting others, I feel dull, bored, and dissatisfied within those relationships. I am less active and dynamic, feel pain, and do not perceive my environment as clearly and distinctly. I also begin to look for reasons for my non-trusting feelings and find them. I feel much more pain when I don't trust than when I do."

"The most difficult thing about trusting others is trusting myself. It's like having the strength to put oneself 'on the line', to risk and at the same time to be aware that you (I) might lose. But that even in losing there is growth."

In terms of the entire group process, trust is seen as the first, most basic element in an interaction. But trust does not stop with the end of that session, it continues to develop, and a prime way to continue building trust is to become aware of . . .

Human Commonalities

After an individual has enough trust to begin evaluation of his unique abilities he can benefit from the examination of the commonalities he shares with others. A knowledge of the common ground permits a degree of the risk of trusting and involvement to be placed in a proper perspective. Human Commonalities is a further development of trust. By identifying cues and feelings in the other which are similar to her own, the individual can begin to better understand how that other thinks and feels. With such a common foundation, further growth based upon unique qualities can be explored with less defensive behavior.

The group process involves identification of commonalities, usually beginning with cues and working toward feelings. Individual's reactions include improved ability to realistically limit relationships, better understanding of impact on others and greater acceptance of differences in others. As one individual stated her grasp of human commonalities:

"When I begin to see other people as *really* being like me at some deeper level, I begin to feel more all right about myself. It seems safer for me to exhibit my true feelings, thoughts, and emotions because I know he must experience them in similar ways even though we have different explanations and reasons for them."

language & ground rules

fundamental leadership

conflict utilization

perceptual feedback

sensitive listening

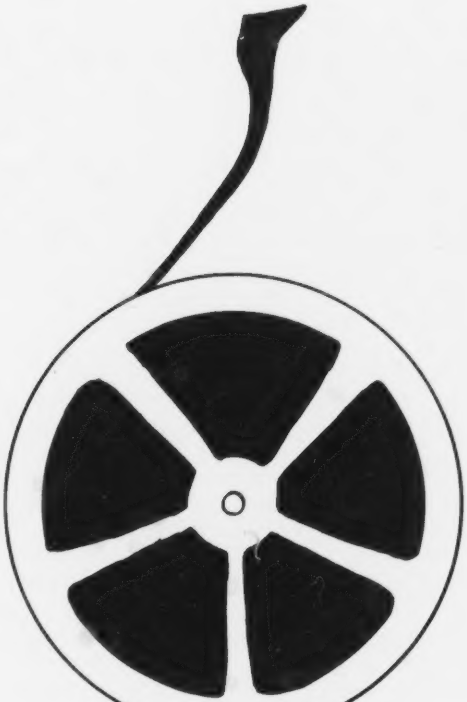
human commonalities

basic trust

emotions

feelings

thoughts



But people are different and differences or uniquenesses must be attended to in a growth producing way. This process is dealt with in the application of . . .

Sensitive Listening

When an individual perceives his world, the stimuli are passed through a unique perceptual set of attitudes, values, and emotions. Sensitive Listening involves accurate identification of perceptual sets: the listener needs to become aware of the way he reacts to the words said. His reaction is shaped by his perceptual set. By learning how his perceptual set works, an individual listener can then more accurately assess the true meaning of the communication.

But not actively listening, participants report definite feelings of coolness and distance toward the other. On the other hand, by attending to listening as a function of perceptions, individuals report increased understanding, better feelings toward the other party and, consequently, improved relationships.

In FLEX groups, it is at this point when individuals begin to comprehend the relatedness of the individual concepts. Trust and Human Commonalities can be seen in perspective and thus are used more and more effectively. And, by allowing room in his perceptions for the communications of others, he is more capable of effectively practicing . . .

Perceptual Feedback

Communication is a two way process. What is heard must be validated even if no further interaction is desired. Perceptual feedback is the validation of the listening. But feedback can stifle an interaction if not presented in an acceptable manner. Often, especially if an error in perceiving takes place, feedback seems to elicit defensive behavior. Take the gross example of a husband and wife doing dishes. The wife means to suggest a more efficient method of drying by saying, "Please put the dishes away as you dry them." The husband does not hear the helpful advice but due to his perceptual set hears a criticism of his methods, and takes it to be a criticism of himself. Because of his misperception the husband is in a corner. His responses are limited to "giving in" or "fighting back." However, other alternatives would be available if the husband had some rules to go by.

Hence, the FLEX model and group experience actively establish and practice a set of rules which seem to maximize the productive use of feedback. Perceptual feedback is seen as a response to one's own perceptions, it assumes no judgements or evaluations, it is non-coercive and tentative. To truly communicate what was heard it must *describe* the listener's feelings and provide the speaker with *information* about why or how it had the effect it did, yet, since the chance for error is great it must be *tentative*. Had our husband been able to apply these rules he may have responded by saying, "The way you told me to put the dishes away I have the feeling that you were scolding me for doing it wrong, and I'm angry." Of course, many variations are possible, but this response seems to set up conditions for clarifying the issue and facilitating accurate communication.

After a FLEX session on Perceptual Feedback, two participant's responses seemed to sum up the reactions of many other participants:

"It was actually painful and fearful when I gave feedback. Not because of the specific content to any one person, but because the feedback was such that I was putting *myself* out there. The feedback was my perceptions, and only that. I wasn't an objective judge as much as I was a subjective participant in the interaction. My feedback was not only informative to the other person about him, but to me too—about me."

"Receiving feedback is frightening to think about, but in actuality, it's fun and exciting. I really want to know how others perceive me and feel good about him and me when I get feedback from him. At the time the feedback is coming, I feel adequate to cope with it. It is only when I think about it happening that I am frightened."

Yet in the course of communicating, many conflicts arise which must be dealt with. In terms of the FLEX process it is at this point in time—when Feedback is assimilated by the group members—that conflicts become apparent. Thus, the next session deals directly with . . .

Conflict Resolution and Utilization

Conflict is seen as a constant in communication, it is the "essence" of interaction. When two individuals bring their unique perceptions together, conflict necessarily results. It is the effective resolution of the conflict which seems to distinguish "good" relationships from "bad" relationships.

When conflict arises in a specific interaction, the individual must first resolve the arising internal conflicts: how do his perceptions match reality as he sees it? By attending to the previous concepts, the individual should have a much more usable framework for identifying the variables that create the conflict. With the variables identified, the individual then has many more choices for resolving the particular conflict to his own satisfaction.

Individual participants indicate that their own control is increased—not necessarily control of the environment but control of how they relate to the environment.

"This is the nitty-gritty one. In order to really get resolution and then use that resolution took a lot of policing on my part. I had to try to really look and listen, not only at the other person, but at myself too. It seems like the easiest way to resolve a conflict would be to either run or beat in the other guy's head. But the problem with that kind of resolution is that it's destructive, and also that neither myself nor the other guy can use it to grow. Real resolution and utilization of it really takes trust in oneself and the capability to listen to the conflict."

"Somehow conflict used to be seen by me as bad. But it isn't. Even beating in the other guy's head isn't bad—just not too smart or constructive. It's also seemed scary in the past. But that's because I haven't seen it as it really is, as something to grow from and not as something that pushes you down."

By utilizing his ability to resolve conflicts, the individual is better able to experience his . . .

Fundamental Leadership

Fundamental Leadership is the weaning process. If an individual can understand and learn more effective communication skills (as measured by ability to resolve conflicts), it seems that individuals can then interact with more confidence. Confidence in the ability to interact effectively should produce increased interactions. As these interactions increase in quality, through practice and increased awareness, a positively reinforcing cycle develops for the individual. Thus one's *response*-ability improves and the chances for positive growth increase.

As a weaning process, Fundamental Leadership places responsibility on the individual. It is now time for him to exercise Fundamental Leadership on his own. The group has helped him to realize his ability, but only the individual can utilize it.

Language and Ground Rules

Two purposes of experiential groups appear to be (1) to allow individuals a time and place within a protected environment for the purpose of exploring, developing and practicing feelings and behaviors. These feelings and behaviors are usually difficult for the individual to attend to in everyday life for one reason or another. (2) To allow individuals to identify behaviors or feelings which are not producing adequate results in the outside world of everyday life and then develop specific alternatives. In order to achieve these goals, a group environment should be conducive to such explorations and practicings. Furthermore, the individual should be able to get some feedback as to the feasibility of his "new" attitudes (feelings and behaviors). Without some sort of validation in terms of external reality, the changes made may or may not be appropriate.

Groups that do not attend to or make provisions for the transference of learning in the group to the outside world seem to reinforce dependent behavior. As emotional involvement of the group members increases, these members seem to increasingly rely on that group for continued emotional stimulation. Expressing emotions honestly feels good to them and is very reinforcing. In order to maintain the reinforcement, the members rely more and more on the group to provide this type of stimulation. If provisions are not made for indicating how the individual can get similar reinforcement outside of the group, strong reliance (dependence) can easily develop.

As dependence increases it appears to mutually exclude the ability to develop skills for use in the outside world: the focus is placed on the group. And group hopping can become an outgrowth, without any real change taking place for the individual—except that he comes to depend on groups for emotional stimulation. The FLEX model is structured to minimize this type of dependence by constantly keeping the members in touch with their everyday lives. This then is the measure for an effective group—can the participant apply what is learned?

Before an individual can apply learnings of a system, certain conditions must be present within that system. One condition of a viable system seems to be its ability to be communicated to the participants with consistent understanding. Thus, a constant language and pattern of communication are necessary. By communication pattern we mean the process of communication. Are there logical sequences of the learning? Do the learnings relate to one another and does the process allow for individual learning styles?

The ground rules of FLEX are basically rules of good encounter: ownership of feelings; use of I, not collective you; coming to the session in a non-altered state of consciousness; need for risk of honest expression; homework, attending to concepts, participation in exercises; the neutral value of emotions. All these help enforce the constant communication pattern necessary for growth.

Individuals receive a written definition of the appropriate concept prior to the group. The first thirty minutes or so are devoted to an intellectual discussion with emphasis on the concept's applicability to each individual's life. Sometimes it is necessary to insert a group exercise to stimulate the discussion. The exercise should be designed to emphasize the particular concept in an experiential, "here and now" framework. Generally, the stimulation of the exercise is enough for people to begin to examine, idiosyncratically, their functioning with reference to the concept. The decision to use an exercise, and the exercise used are decisions of the group leader.

Before closure, each individual is asked to commit himself to a "homework" assignment of his own design. These are not hard and fast assignments for the sake of discipline. Instead, the individual is asked to define some behavioral objective that will put the particular concept in terms of his specific living situation. In this manner each person provides himself an opportunity to reality-test his learning. Hopefully, he can use this homework assignment as a way to directly apply the group experience to other relationships outside the group.

At the end of each session, the members receive two handouts: 1) a sheet of subjective responses by previous participants concerning their efforts to incorporate the concept into their own situation, and 2) a definition of the next concept.

With the conclusion of the last concept, the group has two alternatives: to end the group with that session or to continue for a maximum of two more sessions.

The purpose of the second alternative is to allow the group to take complete control (which they have been assuming gradually as the lessons progress). The leader, in effect, turns the group over to the members to further digest and refine the skills learned.

Although groups conceivably could continue indefinitely, experience has shown that no groups have continued for more than three additional sessions. By this time, all members seem more than ready to assume their own responsibility.

Results and Dimensions

Two pilot studies indicate that the multi-dimensional, "hybrid" approach of the FLEX model avoids some pitfalls of other group methods while providing a replicable, efficient and change-producing, "total" experience. The first study (Maerlender, 1972) shows that those participants who attended all group sessions show significant change on both the Barron's Ego Strength Scale and the Schutz FIRO-B Scale. Participants who attended the sessions irregularly show some significant results on one or the other inventory but not on both.

The results indicate that group cohesiveness did develop, but that members typically felt less need to belong to a group, thus indicating development of personal

The process of learning itself must be taught.

autonomy. At the same time, the results indicate that both needs for control and feelings of actual control were being met. ". . . that is, the students felt more in control of themselves but did not feel a need to increase control over others. Together with the inclusion (group cohesiveness) results we (the researchers) are presented with a picture of groups whose members became more aware of their relation to the group, yet also developed autonomy and self control." These characteristics would seem to be very conducive for productive behavior.

The study goes on to state that, based on the Ego Strength Scale, "the individuals, as a group, felt more ability to cope with stress, be rational and feel personally adequate with emotional stability."

The second study by Klainer (1972) states that significant gains were reported for the experimental group upon a self reported Barron's Ego Strength Scale ($p < .01$) and the control and inclusion dimensions of a self reported Fundamental Interpersonal Relationship Orientation-Behavior (FIRO-B) questionnaire ($p < .05$).

"The results indicate that after receiving (FLEX) the experimentals saw themselves as being more adequate, worthwhile, competent, and more able to initiate interpersonal interaction."

This data, though limited in scope and meaning seems to indicate positive responses to the FLEX model. Subjective evaluations appear to support this data.

Our society generally frowns on displays of affect, or behavior based on affect. The results of this type of one-sided educating can breed imbalance – neurosis, disharmony, incongruency or whatever. Unlike many groups, the FLEX framework allows for a variety of experiences. These experiences are neither all affective, nor are they all cognitive.

The cognitive handouts, and attention to discussion and understanding of the concepts allow for both cognitive and affective learning.

But this is not enough, the means of presentation is also crucial and should not become dogmatic. "To produce individual growth, one must consider both growth and learning (the cognitive and affective dimension) and techniques of content presentation (the education-experience dimension)." (Klainer, 1972). The techniques of the FLEX model are both educational (in a didactic sense) and experiential (through "homework" and group exercises).

Learning is a unique phenomenon. No two people learn the same things in the same ways. At the same time, awarenesses are unique. Yet the human condition demands interaction between unique humans. The resulting conflicts of this paradox are all too apparent and predictable. The ability to provide a learning environment which is flexible yet basic, so that groups of individuals can learn in terms of their own environments, is a difficult task to say the least. FLEX (for flexibility and fundamental learning experience) seems to provide such an environment.■

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Preparing Peer Counselors

Implications for College Student Personnel

by Ronald R. Kopita

In recent years, the counseling needs of expanding student populations have outstripped the capabilities of college student personnel workers. Besides the problem of rapidly rising enrollments, college counselors face new demands for specialized services for growing numbers of minority students. Research evidence indicates that minority or disadvantaged students comprise the largest group of college dropouts. Parallel to these problems is the increased desire of college students to participate actively in governing their respective institutions.

Most institutions, perceiving student need and concerns, recognize the mandate for expanding their counseling and personnel services. However, lack of financial resources, and particularly trained personnel, have restricted the expansion of professional counseling services on the college campus. In response, many colleges are turning to carefully selected and trained upperclassmen as a means of augmenting their student personnel staffs. The era of peer counseling has blossomed.

A look at some of the college programs where peer counselors are utilized shows that they are being encouraged to accept a broad range of responsibilities that are difficult to specify and assess. For example, to be a friend to an entering freshman; to tutor students in academic difficulty; to act as a residential advisor; to provide academic advice; to talk with prospective freshmen about their admission to college. In addition, there are new tasks, once limited to credentialed counselors, that student personnel administrators want peer counselors to perform. Among these are: to administer and score tests, assist with record keeping, and conduct in-depth interviews with other students.

A critical factor in the use of peer counselors in an educational setting is the identification of appropriate strategies for designing and implementing a relevant training program. As previously noted, professional counselors are asking peer counselors to perform a variety of tasks, often unrelated to each other, at all educational levels. If this practice is to continue, it seems particularly crucial to consider the elements of pre-service and in-service training programs for peer counselors. The intent of this article, therefore, is to provide the reader with a theoretical foundation for designing and implementing a peer counselor training program. The following questions will be examined: (1) Who makes a good peer counselor? (2) What should be the major components of any given training program? and (3) What is the role of evaluation? (Although the "theoretical model" to be explored deals generally with the use of peers in the higher education setting, the implications should prove applicable to education at all levels.)

Who Makes a Good Peer Counselor?

The selection process of peer counselors to date has been quite stringent, incorporating several requirements. In most cases, top priority is given to the personal qualities of the individual, that is, his or her ability to relate successfully to others. Those people who appear to lack these "needed" qualities are usually screened out immediately. Ability to learn is apparently seen as a secondary concern. However, recent research efforts have demonstrated that attitude change can be brought about by reading and discussion. In addition, it was found that in order to bring about behavior change, reading and discussion must be accompanied by behavior tryouts or practice of the target behaviors (Schmuck, 1968; Bass, 1967; Bartsch, 1969).

Counselor Implications

Counselors should place major emphasis on establishing specific criteria whereby individuals can be selected who are characteristically similar and who possess those qualities that foster personal change. The basic concern in selecting peer counselor trainees should not be limited to identifying perceived "humanistic qualities"; the focus must also include ability to learn and to change when exposed to new learning experiences. In addition, by selecting trainees who are characteristically similar, this procedure allows for meaningful evaluation of intended skills.

What Comprises the Training Program?

In reviewing peer counselor training programs currently in operation, two major operational deficiencies seem prevalent. First, it appears that many programs are not soundly based on a clear theoretical foundation. Rather than embodying well-conceived strategies to meet the learning needs of prospective trainees, these programs throw together loosely-defined tactics to fill the training gap. Second, most of the operational procedures to be used in training are not clearly identified. In most program descriptions it is never quite clear how the training sessions operate or how they relate to one another.

In addition to methodological weaknesses, there is the added concern of selecting program activities that will truly prepare the peer counselor for excellence in on-the-job situations. Because peer counselors are being called upon to do tasks previously carried out by credentialed counselors, training programs should include the development of some of the basic skills we assume experienced counselors to have. One particular skill that seems to be essential in the helping relationship is the counselor's ability to effectively communicate in a one-to-one therapeutic interaction. Some of our more noted counselor educators agree that several

Ronald R. Kopita is Psychological Counselor at Ferris State College, Big Rapids, Michigan. The procedures and guidelines he describes in the following article grew out of research he conducted to test a model on communications skills appropriate for peer counselors. Many of these procedures and activities were used to provide freshman orientation leaders at the University of Michigan with basic one-to-one and group counseling skills.

common threads weave their way through almost every major theory of counseling and psychotherapy. Rogers (1957) suggests that there are basically six conditions viewed as essential by most theoretic approaches. Three of these conditions are therapist attributes, which he labels congruence, unconditional positive regard, and empathic understanding.

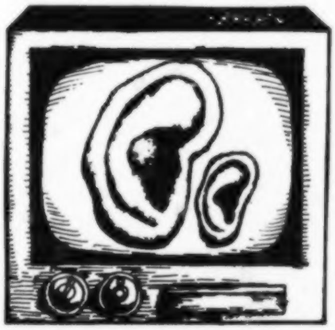
Ten years later, Truax and Carkhuff (1967) reformulated Rogers' six "necessary and sufficient conditions" by suggesting that three "central therapeutic ingredients" prevail in all counseling approaches: accurate empathy, nonpossessive warmth, and authenticity or genuineness. Finally, Tyler's (1969) conception of the counseling process parallels that of Rogers, Truax, and Carkhuff. She states that there is almost unanimous agreement among practitioners and theorists that communications skills are vital to effective counseling or psychotherapy. Tyler concludes that counselor effectiveness in the communication process centers around the ability to communicate a triad of attitudes called understanding, acceptance, and sincerity.

Counselor Task

In terms of the above discussion on the salient features of an effective peer counselor training program, the counselor must consider th following:

The training program must be based on a sound theoretical foundation. In developing the training program, the counselor should initially determine what his/her training objectives will be and then design those activities that respond to the identified objectives. The development of "affective" communication skills should be a universal component of any peer counselor training program. Regardless of the specific task to be performed, the ability to communicate those attitudes identified by Rogers, Tyler, and Truax and Carkhuff seems to be essential in the peer counselor/client relationship.

Training activities should focus specifically on the targeted behaviors tapped by the supervising counselor. This implication suggests that there should be an attempt to reach greater congruence between developing communication skills and the specific tasks the peer counselor will be asked to perform. Therefore, if a peer counselor is asked to assume the responsibilities of an intake counselor he should not only be provided with information about the "mechanics" of the job, but should be given the opportunity to practice the skills expected of an intake counselor. This approach allows for both learning the specific tasks of the job and integrating the communication skills component in a relevant way.



The development of "affective" communications skills should be a universal component of any peer counselor training program.

Structured training programs appear to have equal impact on peer counselor trainees. Many training programs currently function in a "laissez-faire" atmosphere. Although the trainers have identified some objectives, they often exert little effort in structuring specific activities to meet those objectives. In this situation some trainees may respond quite favorably while others may only minimally develop intended skills. Structuring a program with some latitude for change does, in part, guarantee that all trainees will grow uniformly and that objectives will be met.

There are many specific activities which relate directly to the enhancement of those counselor attitudes identified by Rogers, Tyler, and Carkhuff and Truax. The exercises to be presented here were selected or adapted from those devised by Gilmore (1973).

To facilitate accomplishing the development of affective communication skills (understanding, acceptance, and sincerity), program activities can include one or more of four general procedures.

Procedure 1 – Practice Interviews

The use of practice interviews about specific areas of life experience, followed by direct feedback with a focus on interview communication behaviors, is an important activity for training programs. In these practice interviews, each trainee should be required to play the role of a client and asked to share a personal life experience with another group member who will play the role of a facilitator. The group leader should direct the individual playing the client's role to share as completely as possible the life experience he has selected. The task of the group member playing the facilitator role should be to encourage the sharing of the life experience by communicating Tyler's (1969) therapeutic triad: understanding, acceptance, and sincerity. The other group members who are not at the time playing either the facilitator or client roles should be involved as observers and reactors to the brief (15 minute) interaction between the client and the facilitator. In observing the dyad interaction, the group members should be instructed to focus their attention on the ways in which understanding, acceptance, and sincerity – or lack of these attitudes – were communicated by the facilitator to the client.

Following each interview, the students who played the two roles should be given the opportunity to share with one another and the group their feelings and reactions. The focus of the discussion should again be directed to the skill the student facilitator demonstrated in communicating understanding, acceptance, and sincerity. The rest of the group, including the leader, should also be given time to offer feedback to the facilitator. After every group member has provided feedback, the student facilitator should be asked to summarize what he has heard from those who observed him.

Leader's Task

The above procedure addresses itself primarily to two areas: the sensitization of feelings and motives of others and the practice of interview skill behaviors. In response to this, the group leader might utilize such complimentary activities as: (1) asking individuals to assume new roles in the community, e.g., play an unemployed person; or (2) enter a new environment, e.g., attend an Alcoholics Anonymous meeting, and then share these experiences in the practice interviews. This provides a direct experiential activity dealing with human feelings of acceptance, rejection, alienation etc. – all attitudes which individuals bring to the counseling interview. In addition, the leader might demonstrate such counselor skills as clarification, reflection, interpretation, body movement, etc. to deal with the specific communication skills.

Procedure 2 – Oral and Written Feedback

It is especially important to allow members to provide and share oral and written feedback on their skill development. This procedure might be used midway through a training program. Group members should be instructed to prepare feedback to offer in both oral and written form to each person in the group.

Leader's Task

The leader should distribute feedback sheets to each member of the group. These feedback sheets should be constructed so that feedback will contain, at a minimum, an assessment of members' behaviors in the group as well as perceived evaluations of each group member's acquisition of effective communication skills. Each person should have an opportunity to both read the feedback forms and interact in a dyad to discuss the reasons and observed behaviors which led to the feedback. This activity clearly provides an avenue whereby individuals, through feedback, can obtain basic information on their level of skill development. Based on this feedback, they can plan to deal with their deficiencies.

Procedure 3 – Group Interviews

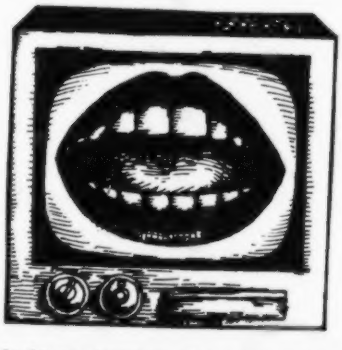
This procedure requires that each member prepare to discuss his reactions to working with another group member in making a collage. Group members are paired in dyads and instructed to design and make a collage. Each collage should be presented to the group by the members who have worked to make it. After a dyad has told how they worked together on it, the remaining members of the group should be asked to facilitate the elaboration of the accounts to more fully describe the steps in the process of making the collage and the individual feelings that accompanied these steps. The purpose of this task is twofold. First, it stresses working in a cooperative effort toward a special goal, and second, [illegible] presents a certain element of frustration, since most of the individuals are working in an unfamiliar artistic medium. Both feelings of frustration and the working in a cooperative effort toward a special goal are major factors in the one-to-one counseling interview.

Leader's Task

The leader should promote the verbalization of the feelings and emotions that were generated during the preparation of the collage. In addition, in the debriefing sessions, group members should be instructed to focus on communicating, understanding, acceptance, and sincerity in eliciting an elaboration of the dyad activity.

Procedure 4 – Role Playing

Although real-life situations should be primarily used in the practice interviews, role playing can be a useful activity. Role playing activities can be particularly meaningful in depicting both sincere and insincere counselors. In this activity the leader should role-play with a group volunteer the work of an insincere counselor. After a "model" has been presented, group members should be paired in dyads to prepare examples of ways counselors might communicate a lack of sincerity to a client. Following each role-play, there should be a brief discussion in the total group to identify the behaviors that communicated the lack of sincerity in the counselor.



It is important to allow members to provide and share oral and written feedback on their skill development.

Leader's Task

In the "modeling" role play, the leader might demonstrate such insincere counselor behaviors as lack of attentiveness (both verbal and non-verbal), avoidance of personal honesty, and lack of honesty in responding to data obtained from the client.

Summary of Procedures

The above procedures are by no means all encompassing. They are merely examples of activities that may be useful in a peer counselor training program which focuses on developing affective communication skills. However, they do provide for experiencing, in a very personal way, many of the feelings, emotions, and personality dimensions one might bring to the counseling interview and they also provide for practicing specific communication skills with immediate feedback.

What is the Role of Evaluation?

In examining peer counselor training programs, it becomes apparent that evaluation has not been treated as a priority concern. Part of this problem stems from the difficulty of designing evaluative instruments that are appropriate for any given training program. It is much less difficult to determine if a peer counselor is performing well on the job if we look at the specific managerial or clerical tasks they perform. However, if we want to design a training program that includes the development of communication skills, the task of evaluating their successful inclusion becomes more difficult. There are, however, certain guidelines that will help in evaluating training programs.

Trainees should be given the opportunity to personally evaluate their training experiences. Individuals often respond most positively to new learning experiences when they feel comfortable with the activities they are involved in. Client satisfaction, therefore, is critical if supervising counselors wish to construct a training program that will have a maximum impact on trainees. Evaluation of this kind should include member assessment of both group activities and the leadership styles employed. (Included here is a sample of the type of evaluative questionnaire which might be used).

In evaluating attitude changes as they relate to communication skills, it is desirable to construct a measure that provides consistency in assessment. Ideally, to evaluate skills in affective communication, the instrument to be used should provide trainees with a standard stimulus to which to respond. At the same time it should not restrict the universe of responses the subjects might make by structuring it as a forced-choice paper and pencil test. A well designed instrument might make use of video taping, tape recordings, or live role modeling to encourage the emergence of affective responses. This type of approach would focus on providing a series of counseling situations depicting different aspects of the "affective communication" process noted by Tyler, Rogers, and Carkhuff and Truax. These counseling situations would also require trainees to respond to the situations by completing rating scales.

Summary

The use of peer counselors in higher education is no substitute for the work credentialed counselors and student personnel workers perform on the college campus; instead, the peer counselor fulfills a supportive role.

The use of peer counselors allows the helping professional to devote greater time to activities that are especially relevant to students. In addition, the peer counselor can provide many of the more personalized services once performed by credentialed counselors, thus offering psychological services to greater numbers of students. The counselor can function in a supervisory role by providing leadership in articulating the value of peer counseling to the academic community, by designing and implementing peer counseling programs, and by structuring appropriate pre-service and in-service training programs.

The use of peer counselors simply means a calculated shift in work priorities for the professional helper.

Sample Questionnaire
Peer Counseling Group Evaluation

Group____________ (Tues., Wed., Thurs.)

This is not a "test," consequently there are no "right" or "wrong" answers. Please answer each question as honestly as you can.

Part I.

Check the appropriate response.

1. I attended

___ a few of the group sessions
___ many of the group sessions
___ nearly all of the group sessions
___ all of the group sessions

2. How much of the time do you feel that the group discussions and activities focused on understanding and appreciating the motives and needs of others?

___ most of the time
___ some of the time
___ rarely touched on the subject
___ never concerned with understanding others

Comments:

3. How much of the time do you feel the group discussions and activities specifically dealt with developing skills in communication?

___ most of the time
___ some of the time
___ rarely touched on the subject
___ never concerned with communication skills

Comments:

4. Do you feel that the time spent in your group helped you learn more about yourself?

___ definitely helped
___ probably helped
___ rather doubt that it helped
___ definitely *did not* help

Comments:

5. Do you feel that the group sessions gave you a greater insight into the motives and needs of others?

___ definitely helped
___ probably helped
___ rather doubt that it helped
___ definitely *did not* help

Comments:

6. Do you feel that the group sessions helped you become better able to communicate effectively with others?

___ definitely helped
___ probably helped
___ rather doubt that it helped
___ definitely *did not* help

Comments:

7. In general, when a particular aspect of the communication and/or interpersonal process was brought up, how productive do you feel the discussions and/or activities that followed were?

___ really quite productive; usually zeroed in on the topic
___ fairly productive; sometimes really got going
___ not very productive; often never got off the ground
___ quite unproductive; accomplished very little or nothing

Comments:

8. Do you feel that the group discussions and activities helped you become better acquainted with the role and function of peer counseling in the guidance setting?

___ definitely
___ probably
___ maybe
___ no

Comments:

9. How worthwhile do you feel the group discussions and activities were for *you* as you see some of your own particular problems?

___ quite worthwhile
___ somewhat worthwhile
___ not very worthwhile
___ a waste of time

Comments:

Part II.

Please answer the following questions as precisely as possible.

10. What kinds of things did the group leader do during the discussions that you remember as particularly helpful to the group or to you? (You might consider such things as specific comments or questions discussed, the amount or type of leadership he/she provided, anything he/she related to the group.)

11. What kinds of things did he/she do that you remember as not particularly helpful?

12. What other things do you think he/she *might* have done that would have been helpful?

13. Do you feel that the time arrangement for the group meetings was satisfactory? (You might consider length of sessions, the number of sessions, the days the groups met, the number of weeks the group met.(

14. If you had the opportunity to design your own peer counselor training program, what particular activities would you like to see stressed? What would you like to see eliminated? (You might draw your response from the experiences provided in your group during this term.)

Bazaar

JOURNALS AND NEWSLETTERS

Projecto LEER Bulletin
Library Development Program
Organization of American States
Washington DC 20006, Free (sample)
A bulletin for teachers of bilingual children sponsored by the Books for the People Fund, Inc. with the collaboration of the Organization of American States. The winter 1972 issue (available free on request) features an annotated list of audio-visual materials (films, filmstrips, slides and records in Spanish); annotated bibliographies of books and periodicals in Spanish for children and adults; a list of pamphlets in easy-to-read English or simple Spanish on consumer education, news of bilingual/bicultural programs developed; and a list of distributors and publishers of books in Spanish.

Evaluation Magazine
501 Park Avenue South
Minneapolis, MN 55415
Free
Provides a communication medium for persons interested in the evaluation of human services. It tells who is doing it, what their findings are, and how to base decision-making on the results of evaluations. Supported by initial funds from the National Institute of Mental Health, one trial issue was published during 1972; several more are planned for 1973. Recipients of the first issue will automatically receive these future trial issues.

Journal of Homosexuality
Haworth Press
53 W. 72nd Street
New York, NY 10023
Bimonthly, $15 individuals, $25 institutions
A new professional publication designed to investigate the practical significance of homosexuality. Charter issue – November, 1973.

RESOURCES

Progress Report on Individual Guided Education
Wisconsin Research and Development
Center for Cognitive Learning
1025 W. Johnson St.
Madison, WI 53706
A systems approach for elementary education personnel.

National Educational Film Center
Route 2
Finksburg, MD 21048
Rental/Sale source for short films. Catalog is called *Sneak Preview* and costs $7 per year – sample available.

Edu-Game
P.O. Box 1144
Sun Valley, CA 91352
Social Studies simulation games designed by California high school teachers. Games cost $1.50 each – large selection.

Career Education Resource Guide
General Learning Corporation
435 Middleford Road
Palo Alto, CA 94301, $4.25
"This publication should be in the hands of every teacher, counselor and administrator looking for specific education activities," commented one counselor after reviewing this publication. Information for the K-14 career activities was collected throughout the nation and the activities can generally be conducted in any size school.

Three Steps for College Entrance
Complimentary single copies
A new leaflet prepared jointly by the President's Committee on Employment of the Handicapped (Washington, DC) and B'nai B'rith Career and Counseling Services (1640 Rhode Island Ave., N.W., Washington, DC 20036). Counselors will find the information in this pamphlet helpful and valuable in their education and counseling services with the non-handicapped student as well. For single complimentary or multiple copies, write either of the authors listed above.

For a Better Workshop
SEIMC Library
Clinical Services Bldg.
University of Oregon
Eugene, OR 97403, Free
Gives hints on how to encourage the kind of communication and interaction that makes a workshop successful.

The Diminishing Barrier: A Report on School Desegregation in Nine Communities.
US Govt.
A study by the US Commission on Civil Rights of the course of desegregation in nine communities – some in the south and some in the north, some rural and some urban, some forced by court order and others voluntary. The main purpose of this investigation was to document facts concerning the operation of school desegregation, to identify problems which recur in these schools, and to describe how these problems have been met. Discussed are such topics as: How students of all races react to one another when they sit side by side in schools for the first time in their lives; What, if any, problems are created by busing? How is discipline administered in newly desegregated schools?; What happens to PTAs after desegregation?; and problems experienced by teachers in adjusting to desegregated classes. 1972. 64 pp. $1.25. Use order number CR 1.10:40 S/N 0500-00097.

Talent Search and Upward Bound
US Govt.
This pamphlet tells how the US Office of Education's program, "Talent Search and Upward Bound," assists high school students in obtaining their education; provides counseling on specific problems and helps find financial aid for students. 1972, 4 pp. 5 cents each; $2.00 per 100. Use order number HE 5.237:37102 S/N 1780-01019.

Simile II
P.O. Box 1023 WF
La Jolla, CA 92037
Free catalogue of educational simulations and games – 5th grade to adult.

The Homosexual Community Counseling Center, Inc.,
921 Madison Avenue, New York, NY
(212) 988-7632.
National reference service staffed by members of the helping professions. Counseling by mail for homosexuals to aid in development of workable life styles. Quarterly journal for counselors *(The Homosexual Counseling Journal)* to be published beginning January, 1974.

The Robot
Macmillan Films
34 Mac Questen Pkwy. S.
Mt. Vernon, NY 10550
(914) 664-5051
A kiddie film that any teen or adult with a slightly dusty super 8 camera will find inspiring. The plot involves a toy robot who attacks the puppet people and finally dies in a King Kong-like manner. The film is made by animating toys and marionettes against homemade miniature backdrops. Some of the effects are stunning yet easy to duplicate. *The Robot* is ideal for film study classes both for its technique and its campy use of monster-movie cliches.
10 min., color, animated, rental and sale from Macmillan Films.

If You Label It This Can't Be That
Film Fair Communications
10900 Ventura Blvd.
Studio City, CA 91604
A film about stereotypes. Consists entirely of edited snatches of interviews with dozens of people. The people in this case are all children and the questions are "What is a Communist?" "What is a Mexican?" Or a gypsy, patriot, bigot, old person, Indian, hard hat, or hippie. The children's answers reveal that they already have learned to apply labels to people at the drop of a question. The final question asked of one little girl is "where did you find this all out?" Her revealing answer is simply "from my mother." An excellent discussion provoker on the subject of stereotypes and mental limitations.

The film is about 12 minutes, and in color.

Gaily Gaily
Assn. of Gay Psychologists
Attn. Martin Rogers or Barbara Bryant
Dept. of Psych., California State U.
6000 J Street
Sacramento, CA 96819
Formed "to generate realistic data about homosexually-oriented persons and to work professionally and politically to end oppression of gay men and women."

1973 Directory of Homosexual Organizations and Publications
Homosexual Information Center
3743½ Cahuenga
Hollywood, CA 90028
$3.00.
Material is organized alphabetically by state with additional listings for Canada, Australia, Europe and Great Britain. HIC also invites questions on any aspect of homosexuality.

Catalyst
6 East 82nd Street
New York, NY 10028
A national nonprofit organization devoted to expansion of employment opportunities for college-educated family women. Plans to establish computer-serviced rosters of employers and registries of women to facilitate national operation. For information contact above address.

Women's Action Alliance, Inc.
370 Lexington Ave., Room 313
New York, NY 10017
A nonsexist curriculum guide and teacher-training film scheduled for distribution summer, 1973. Barbara Sprung, headed a project begun by the Women's Action Alliance, has also designed nonsexist games for children, where men and women hold both "leadership" and "nuturing" roles. These materials will also be available in the near future.

REPORTS

National Assessment of Educational Progress.
US Government
A new venture in educational evaluation. It is designed to gather census-like data describing what groups of Americans know and can do, and over a period of time, to determine whether there is progress in educational attainments. The plan calls for a periodic assessment of ten subject areas at four age levels. In addition to the detailed reports of National Assessment, brief summaries of the results and commentaries by a panel of reviewers will be available. Publications issued to date are: Report 4, 1969-1970 Science: Group Results for Sex, Region, and Size of Community. 1971. (100) p. il. HE 5.2:As 7/rp4 S/N 1780-00843 $1.00.
Report 5, 1969-1970 Writing: Group Results for Sex, Region, and Size of Community. 1971. (151) p. il. HE 5.2:As 7/rp5 S/N 1780-00853 $1.25.

Television and Social Behavior
US Govt.
This report gives information on the relationship between televised violence and the attitude and behavior of children. Some of the ideas discussed are: facial expressions of emotion while watching televised violence as predictors of subsequent aggression; televised violence and dream content; race, identification, and television violence; and violence and color television.
1972. 375 p. il. S/N 1724-00201 HE 20.2402:T 23/2/v5, $1.50.

Not The Law's Business?
US Govt.
This National Institute of Mental Health publication examines homosexuality, abortion, gambling, narcotic and drug usage, and prostitution. It attempts to determine the causes and backgrounds of each kind of behavior, and then to indicate its apparent impact upon participants and society at large. The book discusses the possible consequences of alternative social policies and presents views on methods of dealing with these issues.
1973. 262 p. S/N 1724-00237 HE 20.2420/2:L 44. $1.50.

Order US Government Documents from:
Public Documents
Distribution Center,
5801 Tabor Ave.,
Philadelphia, PA 19120.
(Make checks payable to Supt. of Documents.)

BOOKS

Man's Aggression: The Defense of the Self.
Gregory Rochlin. Gambit, $7.95.
Rochlin develops his theory that "narcissism and aggression together govern human emotional experience with a multiple authority which analysts only dimly perceive." He pursues some fundamental questions, as when he asks what makes people "so prone to feeling vulnerable and humiliated, and therefore ultimately what causes violence?" He describes how aggression is sublimated in competence, achievement and competition, but also how success, entrenched in hostility, fails to raise self-esteem.

Conquering Loneliness.
Jean and Veryl Rosenbaum. Hawthorn, $5.95.
The Rosenbaums, a husband-wife psychiatrist-psychologist team, have written what is probably a reasonably helpful guide to self-help for the many whose lives are crippled by loneliness in our society. About 80% of psychiatric patients, they note, admit loneliness as their principal problem; half-a-million suicides a year are triggered by loneliness. According to the Rosenbaums, family, good jobs and even prospects of a good future are not enough. The victims of loneliness, in their view, typically are passive in their mental postures; the solution lies in the direction of activity—self-care, an outward concern for others and for the community.

The School We Have.
Shepard Ginandes, M.D. Delacorte (A Seymour Lawrence book), $7.95.
Dr. Ginandes, psychiatrist and currently a professor at Boston University Medical School, views school and college protests and riots of recent years as essentially prison rebellions. That is, they are strikes against authoritarian systems. In his view American education is a conformity mill.

Getting There Without Drugs: Techniques and Theories for the Expansion of Consciousness.
Buryl Payne. Viking (An Esalen Book), $6.95.
Author-psychologist Payne, president of a company manufacturing "brain-wave training equipment" as well as a professor at Goddard College and Boston University, makes a strong pitch for the notion that "a different state of being is possible for man."

The Future of the Family.
Edited by Louise Kapp Howe. Simon and Schuster, $8.95.
What Ms. Howe is concerned with in this collection of essays on the American family (or non-family) today is the need for a "revolution in domestic life." That there is no such phenomenon as a "model" American family is made clear by the wide-ranging essays she has included. The first of her two-part anthology is devoted to members of the family—mothers, fathers, children. Part two is devoted to "transforming the family," and includes a gathering of attitudes on sex roles, work and income, child care, communal experiments and re-definitions of marriage and parenthood.

Open Education and the American School.
Roland S. Barth. Agathon Press (Schocken, dist.), $7.95.
A caveat against the wholesale, uncritical adoption of the currently popular open classroom system in the public schools.

Students! Do Not Push Your Teacher Down the Stairs on Friday
Alan Jones.
Flying bullets, flying bulletins, and blatant racism punctuate this pathetically true story of bedlam and buffoonery in a Chicago ghetto high school. $6.95.

A Nation of Lords
David Dawley
Written in the form of an autobiography, this is the story of a huge Chicago street gang—the Vice Lords—whose counterparts are found in every major city. The author, who spent years working with the gang, lets the Lords speak for themselves.
Doubleday Anchor Original, $1.95, Paperback.

The Quest For Mind: Piaget, Levi-Strauss, and the Structuralist Movement.
Howard Gardner, Knopf, $6.95.
Written for the layman, this book explores and assesses the overall significance of structuralism, a movement currently very much in vogue here and in Europe. Restricts structuralism to mean certain common themes and approaches found in the writings of a small group: Claude Levi-Strauss, Jean Piaget, Edmund Leach and Roman Jakobsen. Though he believes that the structuralist's achievements are as important for the social sciences as those of Freud and Marx, Gardner carefully considers some of the more general criticisms levelled against the movement (e.g. the main outlines of Jean-Paul Sarte's running debate with Levi-Strauss). Also deals with the method, approaches and practical results of structural analysis.

Adolescent Sexuality in Contemporary America: The Sorensen Report.
Robert C. Sorensen. World, $17.50.
Soresnsen draws on a nationwide sampling of 411 adolescents who filled in lengthy questionnaires, plus 200 in-depth interviews, and then divides and analyzes the results according to sex and age-group (13-15, 16-19). Even virgins are categorized as inexperienced and beginners, nonvirgins as monogamous or adventurers. Results: 52% of America's adolescents are apparently nonvirgins, and in the 16-19 age bracket the figure is 64%. Sorensen's study (which includes 531 tables) and his personal conclusions—long periods of petting preferable to all-the-way sex—are controversial as well as fascinating.

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